

NINE ~ YEAR FRENCH PROGRAM

curriculum guide
and handbook

GRADES 4 . 12

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Gr. 4-6

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**NINE-YEAR
FRENCH PROGRAM**

curriculum guide

GRADES 4 to 6

CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

RATIONALE	1
GOALS	3
MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING	
LISTENING COMPREHENSION	5
SPEAKING	5
READING	6
WRITING	6
CULTURAL UNDERSTANDING	7
SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT	8
OBJECTIVES AND CONTENT	9
PHONOLOGY	11

GRADE 4

Expressing Social Conventions	13
Identifying and/or Describing Persons, Animals or Objects . . .	14
Expressing Actions	16
Expressing Possession	17
Expressing Time	18
Expressing Location	18

Expressing Emotion	18
Suggested Vocabulary	19

Grade 5

Expressing Social Conventions	21
Identifying and/or Describing Persons, Animals or Objects . .	22
Expressing Actions	24
Expressing Possession	25
Expressing Time	26
Expressing Location	26
Expressing Emotion	27
Expressing Manner and Means	27
Expressing Desire and Permission	28
Expressing Cause and Effect	29
Connecting Ideas	29
Suggested Vocabulary	30

Grade 6

Expressing Social Conventions	34
Identifying and/or Describing Persons, Animals or Objects . .	35
Expressing Actions	36
Expressing Possession	37
Expressing Time	38
Expressing Location	39
Expressing Emotion	40
Expressing Manner and Means	40
Expressing Desire and Permission	41

Expressing Cause and Effect	42
Connecting Ideas	42
Suggested Vocabulary	43
CULTURE	
DEFINITIONS	48
MAJOR CULTURAL THEMES FOR GRADES 4, 5 AND 6	49
COURSE OUTLINE	52
TEACHING STRATEGIES	53
TESTING AND EVALUATION	55
PRESCRIBED LEARNING RESOURCES	58
ANNEX A - Teaching And Learning Strategies (W.A. Lazaruk)	60
ANNEX B - A Guide To Evaluation In The French Program (D. Parker) .	91

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INTRODUCTION

The nine-year French program, an alternate French program beginning in Grade 4, is designed to increase the effectiveness of second language learning by improved articulation and increased instructional time. Increased instructional time and continuity from year to year are considered to be essential conditions for success with this program.

This French program includes the following characteristics:

1. A set of objectives which reflect the Goals of Basic Education along with a rationale to support the inclusion of second languages in a school program;
2. A specific level of language achievement and cultural understanding for each of the programs;
3. Specification of skills and knowledge of each grade level;
4. Specification of minimum core content as well as elective components for enrichment and remediation;
5. Suggested teaching and learning strategies and evaluation procedures;
6. Additional instructional time for the alternate nine-year program, specifically that the minimum time allotments for second language be 90 hours per year at the elementary school level.

Notwithstanding the above, school jurisdictions unable to implement the alternate nine-year French program may continue to offer the elementary French program developed in 1970.

RATIONALE

French has been taught in Alberta schools since the province came into being. However, experience with existing programs and evaluation thereof indicate the need for more suitable guidelines for teachers and administrators in order to provide their students with learning experiences which will lead to more effective outcomes appropriate to the national and international scenes.

English and French are two world languages which have influenced and continue to influence the Western world. All students should therefore be given the opportunity and encouragement to acquire French as an additional language. In learning French, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between French and English-speaking people. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater openmindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express his opinions and feelings, in effect to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multi-cultural society, knowledge of another language should thus enable an individual to communicate more effectively in a variety of situations related to work or leisure activities. The application of language skills, by extending the range of an individual's human relationships, results in a strong sense of personal achievement and satisfaction.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of

French, the learner can become conscious of those skills and how they apply to any language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyze a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate. Through reading and writing in French, one becomes more aware of the shared conceptual bases of both French and English. As a result of their commonalities and parallel development, the two languages complement each other in many ways. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes - people from all walks of life - are going abroad more frequently to visit or to work. Students in our schools cannot foresee where they will be called upon to work. Multinational companies in particular, when hiring employees, may consider knowledge of more than one language important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this guide to outline a curriculum which will help Alberta's students to develop the skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
 - 1.1 developing the receptive skills of listening and reading, including in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
 - 1.2 developing the productive skills of speaking and writing including in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.
2. To develop originality and creativity in language by:
 - 2.1 enabling him to apply his skills to new and meaningful situations;
 - 2.2 enabling him to express his own ideas and feelings;
 - 2.3 enabling him to discover a new dimension of his personality.
3. To acquire additional concepts and generalizations about language and language learning by:
 - 3.1 recognizing the basic structural similarities and differences between French and English;
 - 3.2 acquiring some knowledge of the structure and function of languages;
 - 3.3 developing an awareness of regional, social and functional variations of spoken and written language;
 - 3.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

4. To develop cultural sensitivity and enhance personal development by:
 - 4.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
 - 4.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
 - 4.3 becoming more aware of his own cultural heritage through learning French;
 - 4.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
 - 4.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.
5. To develop a desire to extend or improve his proficiency in languages through further language study whether for interest, post-secondary requirements or vocational needs.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 4, 5 AND 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 6, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations.

SPEAKING

At the end of Grade 6, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary.

READING

Grade 4

The student will be able to:

1. Recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. Read silently with comprehension recombinations and rearrangements of familiar material.

WRITING

Grade 4

The student will be able to:

1. Copy familiar nouns with the definite and indefinite articles;
2. Copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. Make simple substitutions from known vocabulary, within a familiar structure.

WRITING (continued)

Grade 6

The student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages.

CULTURAL UNDERSTANDING

In teaching culture, the use of French is recommended as much as possible.

At the end of Grade 6, the student will be able to:

1. Supply factual information that has been learned about familiar cultural concepts;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize cultural connotations of familiar vocabulary and expressions: e.g. tu/vous - bonjour/salut;
4. Describe differences and similarities between French cultures and his own;
5. Use common conventionalities: e.g. greetings, gestures.

SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

Grade 4	Grade 5	Grade 6
50% Listening Comprehension	40% Listening Comprehension	30% Listening
40% Speaking	45% Speaking	50% Speaking
5% Reading	10% Reading	10% Reading
5% Writing	5% Writing	10% Writing

The above percentages are only approximations. Successful language instruction involves integration of all skills, including the cultural objective not mentioned in the above schedule. Evaluation of language skills and culture should reflect the emphasis and proportion of time spent on each aspect of language learning in the classroom.

OBJECTIVES AND CONTENT

The objectives and content are selected on the basis of these categories of language uses:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to do in verbal communication in the second language.

LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order although it is expected that by the end of each grade the specified objectives and

content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 6. The content specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

SUGGESTED VOCABULARY

The vocabulary is suggested for development of everyday themes and is intended to complement the vocabulary found in primary learning resources. The lists are an additional source for teacher reference and are considered to be elective.

CULTURE

Cultural themes and topics are presented to assist students to develop insights into the ways of life of French-speaking peoples as well as to acquire a knowledge about the peoples' achievements and contributions to civilization.

TO SUMMARIZE, THE CORE OR MANDATORY COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF FRENCH-SPEAKING CANADIANS

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY;
2. SPECIFIC TOPICS RELATED TO THE MAJOR CULTURAL THEMES;
3. SPECIFIC TOPICS RELATED TO FRENCH COMMUNITIES IN CANADA.

PHONOLOGY

AT THE END OF GRADE 6 STUDENTS WILL BE ABLE:

1. To distinguish and to produce to the best of their ability all French sounds in a variety of communicative situations.

1.1 *Voyelles*

/a/	<u>ma</u> dame	/u/	<u>vous</u>	/œ/	<u>oeuf</u>
/ə/	<u>le</u>	/e/	<u>les</u>	Specific attention to:	
/i/	<u>mi</u> di	/ɛ/	<u>chaise</u>		
/o/	<u>gâteau</u>	/ɔ/	<u>porte</u>		
				/y/	<u>du</u>
				/ø/	<u>deux</u>

1.2 *Semi-voyelles*

Specific attention to:

/j/	<u>fi</u> lle
/w/	<u>ou</u> i
/ɥ/	<u>hui</u> t

1.3 *Voyelles nasales*

/ɛ̃/	<u>fai</u> n
/ɔ̃/	<u>bon</u>
/ɛ̃/	<u>brun</u>
/ɑ̃/	<u>chan</u> te

1.4 *Consonnes*

/f/	<u>fer</u> mier	Specific attention to:	
/g/	<u>gran</u> d		
/k/	<u>cra</u> yon	/r/	<u>rue</u>
/s/	<u>se</u> pt	/ʁ/	<u>campagne</u>
/ʃ/	<u>chi</u> en	/p/	<u>pa</u> in
/t/	<u>tra</u> cteur	/b/	<u>bé</u> bé
/v/	<u>voi</u> ture	/d/	<u>de</u> nt
/z/	<u>zé</u> ro, /m/ <u>ma</u> man	/l/	<u>Mich</u> el
/ʒ/	<u>ja</u> une, /n/ <u>no</u> ir		

2. To recognize and produce the correct intonation patterns.

2.1 *Assertive*

Je vais au cinéma.

2.2 *Interrogative*

Il est malade?

Où est-ce que tu vas?

2. (continued)

2.3 Imperative

Donne-moi!

(Gesture toward the speaker)

Sors!

(Gesture toward the door)

2.4 Exclamative

Quelle belle chatte!

3. To produce even syllables in words and sentences with the stress on the last syllable of a word or breath group.

3.1 RHYTHM AND STRESS

(even beat for each syllable with a stress on last syllable of breath group.)

phar ma cie

Il va à la phar ma cie

4. To use correctly the liaison between subject and verb and between *C'est* and the following word: e.g. article and proper noun.

4.1 LIAISON

/z/ as in *vous avez* (vuzave)

/t/ as in *C'est un stylo* [setãstilo]

C'est + vowel.

5. To produce proper elisions

5.1 ELISION

C'est le cheval [sɛlʃval]

petit /pti/

C'est le garçon [sɛlgarɔ̃]

C'est + article + noun.

CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 4 The student will be able:

1. to express greetings appropriate to the time of day and the person greeted.
2. to inquire after and tell about state of health.
3. to take leave using an appropriate expression.
4. to excuse himself in various situations.
5. to introduce someone to a third party.

- 1.1 *Bonjour* *Monsieur, Madame,*
Bonsoir *Mademoiselle, papa,*
 maman.

Salut! *Jean, Marie, etc.*
- 2.1 *Ca va?*
 (Oui) ça va.
- 2.2 *Ca va bien?*
 Oui, ça va (bien).
- 2.3 *Comment ça va?*
 Ca va bien (merci).
- 3.1 *Au revoir, Monsieur.*
 A bientôt.
 A demain, Monsieur.
- 4.1 *Pardon, Monsieur.*
 Excusez-moi, Monsieur.
 Excusez-moi, s'il vous plaît.
- 5.1 *Voici* *Pierre*
 Voilà *Marie*
 Madame ...
 Monsieur ...
 Mademoiselle ...

Note: Teach the above as global expressions.

CATEGORY :

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell about names.
2. to ask and tell about age.
3. to ask and tell about who someone is.
4. to identify an animal or object using *voilà* and/or gesture.
5. to ask and tell what an object is.

LINGUISTIC CONTENT

- ### 1.1 Comment t'appelles-tu?

Je m'appelle . . .

Note: Teach as a global expression.

- ### 1.2 Tu es Pierre/Marie?

Oui, je suis ...

Non, je suis ...

- 1.3 *Moi, je suis Marie et toi qui es-tu?*

Note: Teach *être* in the affirmative with *je/tu/il/elle/ils/elles*.

- 2.1 Quel âge as-tu?

J'ai ... ans.

Note: Teach *avoir* in the affirmative with *je/tu/il/elle/ils/elles*.

- 3.1 Qui est-ce + ?

C'est + name of person.

Qui est-ce?

C'est Paul.

- 3.2 Non + ce n'est pas + name of person.

C'est Paul?

Non, ce n'est pas Paul.

Note: Teach *c'est* in the affirmative and negative.

- 4.1 Voilà + indefinite article + noun.

Paul, montre-moi un cahier.

Voilà un cahier.

Note: Teach the indefinite articles *un*, *une* and *des*.

- 5.1 Qu'est-ce que + c'est + ?

C'est + indefinite article + noun.

Qu'est-ce que c'est?

C'est une poupée.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 4 (continued)

6. to count the number of persons, animals or objects from 1 to 31.

7. to tell the colours of objects and animals.

LINGUISTIC CONTENT

5.1 (continued)

Oui, + *c'est* + indefinite article + noun.

C'est une chaise?

Oui, c'est une chaise.

Non, + *ce n'est pas* + indefinite article + noun.

C'est une chaise?

Non, ce n'est pas une chaise.

6.1 *Oui* + *j'ai* + number + noun.

Tu as deux crayons?

Oui, j'ai deux crayons.

Note: Pronunciation patterns before consonants and vowels:

<i>un</i>	<i>chien</i>	/	<i>un</i>	<i>n</i>	<i>ami</i>
<i>deux</i>	<i>chiens</i>	/	<i>deux</i>	<i>z</i>	<i>amis</i>
<i>trois</i>	<i>chiens</i>	/	<i>trois</i>	<i>z</i>	<i>amis</i>
<i>quatre</i>	<i>chiens</i>	/	<i>quatre</i>	<i>r</i>	<i>amis</i>
<i>cinq</i>	<i>chiens</i>	/	<i>cinq</i>	<i>k</i>	<i>amis</i>
<i>six</i>	<i>chiens</i>	/	<i>six</i>	<i>z</i>	<i>amis</i>
<i>sept</i>	<i>chiens</i>	/	<i>sept</i>	<i>t</i>	<i>amis</i>
<i>huit</i>	<i>chiens</i>	/	<i>huit</i>	<i>t</i>	<i>amis</i>
<i>neuf</i>	<i>chiens</i>	/	<i>neuf</i>	<i>v</i>	<i>amis</i>
<i>dix</i>	<i>chiens</i>	/	<i>dix</i>	<i>z</i>	<i>amis</i>

7.1 *Definite article* + noun + *est* + adjective.

De quelle couleur est la balle?

La balle est rouge.

Non + *definite article* + noun + *n'est pas* + adjective.

Est-ce que la balle est rouge?

Non, la balle n'est pas rouge.

Note: Teach names of colours which have no audible phonetic change in the feminine.
e.g. *rose, bleue, noire, etc.*

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS (Cont'd)

PERFORMANCE STATEMENTS

8. To ask and tell about weather

LINGUISTIC CONTENT

8.1 *Quel temps fait-il?*

<i>Il fait</i>	<i>beau</i>	<i>Il</i>	<i>neige</i>
	<i>mauvais</i>		<i>pleut</i>
	<i>Chaud</i>		<i>vente</i>
	<i>soleil</i>		

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to give and to respond to orders with appropriate actions.

2. to ask and tell what is being done.

LINGUISTIC CONTENT

1.1 *Levez-vous! / Lève-toi!*

Ouvrez les livres! /

Ouvre la porte!

Asseyez-vous! / Assieds-toi!

Note: Teach the second person singular and second person plural forms of the imperative.

2.1 Subject + verb + ?

Tu joues?

Subject + verb.

Oui, je joue.

Note: Teach the affirmative forms of the verb with *je/tu/il/elle/ils* and *elles*.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell about possession using *avoir*.

2. to ask and tell to whom an object belongs or to whom a person is related.

LINGUISTIC CONTENT

- 1.1 Subject + *avoir* indefinite article + noun + ?

Oui + subject + *avoir* + indefinite article + noun.

Tu as un chien?

Oui, j'ai un chien.

Non, je n'ai pas de chiens.

- 1.2 *Qu'est-ce que* + subject + verb + ?

Qu'est-ce que tu as?

J'ai une pomme.

Note: Teach *avoir* in the affirmative only with *je/tu/il/elle/ils* and *elles*.

Teach *pas de* as a global expression.

- 2.1

	<i>le</i>	
<i>C'est</i>	<i>la</i> + noun + <i>de</i> + name of	
	<i>l'</i>	person
	<i>les</i>	

C'est + definite article + noun + *de* + name of person + ?

C'est le chat de Pierre?

Est-ce que + *c'est* + definite article + noun + *de* + name of person + ?

Est-ce que c'est le chat de Pierre?

Oui + *c'est* + definite article + noun + *de* + name of person .

Oui, c'est le chat de Pierre.

Note: As in English, *les* in expressions *c'est les* is acceptable in spoken French.

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask the time and tell time on the hour.

LINGUISTIC CONTENT

1.1 *Quelle heure est-il?*

Il est une heure (midi, minuit).

CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell where someone or something is.

LINGUISTIC CONTENT

1.1 *Où est + name of person + ?*

Où est Pierre?

Où est + definite article + noun + ?

Où est le chat?

Où est le crayon?

Subject pronoun + est + preposition + article + noun.

Il est dans la maison.

Il est sur la table.

CATEGORY :

EXPRESSING EMOTION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to express emotion using interjections.

LINGUISTIC CONTENT

1.1 *Oh! quel beau chien!*

Oh! quelle belle montre!

Note: Teach as global expressions, substituting appropriate nouns.

SUGGESTED VOCABULARY

GRADE 4

LES NOMS

Paul
Louis
Pierre
Jean
etc...

Pauline
Louise
Pierrette
Jeanne

LES ANIMAUX

un chien
un chat
un lapin
un canard
un loup
un oiseau
un poisson
un cochon
un mouton

une souris
une poule
une vache
etc...

LES JOUETS

un avion
un camion

une balle
une poupée
une corde à sauter
une auto

L'ECOLE

un crayon
un livre
un tableau
un bureau
un stylo
un cahier

une fenêtre
une table
une craie
une chaise
une gomme

LES COULEURS

bleu
jaune
orange
rouge
noir
rose

bleue

noire

LA FAMILLE

le père
le frère
le bébé

la mère
la soeur

SUGGESTED VOCABULARY

GRADE 4

LES CHIFFRES

<i>un</i>	<i>onze</i>	<i>vingt et un (e)</i>
<i>deux</i>	<i>douze</i>	<i>vingt-deux</i>
<i>trois</i>	<i>treize</i>	<i>vingt-trois</i>
<i>quatre</i>	<i>quatorze</i>	<i>vingt-quatre</i>
<i>cinq</i>	<i>quinze</i>	<i>vingt-cinq</i>
<i>six</i>	<i>seize</i>	<i>vingt-six</i>
<i>sept</i>	<i>dix-sept</i>	<i>vingt-sept</i>
<i>huit</i>	<i>dix-huit</i>	<i>vingt-huit</i>
<i>neuf</i>	<i>dix-neuf</i>	<i>vingt-neuf</i>
<i>dix</i>	<i>vingt</i>	<i>trente</i>
		<i>trente et un (e)</i>

ORDRES ET

COMMANDEMENTS

<i>levez-vous</i>	<i>lève-toi</i>
<i>ouvrez</i>	<i>ouvre</i>
<i>écrivez</i>	<i>écris</i>
<i>répondez</i>	<i>réponds</i>
<i>entrez</i>	<i>entre</i>
<i>mettez</i>	<i> mets</i>
<i>comptez</i>	<i>compte</i>
<i>dormez</i>	<i>dors</i>
<i>asseyez-vous</i>	<i>assieds-toi</i>
<i>fermez</i>	<i>ferme</i>
<i>demandez</i>	<i>demande</i>
<i>lisez</i>	<i>lis</i>
<i>donnez</i>	<i>donne</i>
<i>regardez</i>	<i>regarde</i>
<i>venez ici</i>	<i>viens ici</i>

VERBES

<i>avoir</i>	<i>aller</i>	<i>écouter</i>
<i>monter</i>	<i>jouer</i>	
<i>regarder</i>	<i>parler</i>	

L'HEURE

une heure
deux heures
etc ...
midi
minuit

PREPOSITIONS

à, sur, sous, dans, derrière, devant, entre.

INTERJECTIONS

Oh! la, la!

CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to inquire after and tell about state of health, giving various reasons for not feeling well.

LINGUISTIC CONTENT

1.1 *Ca va bien?*

Non, ça va mal. J'ai mal à la tête.

*J'ai mal à la tête/gorge/jambe.
 au doigt/ventre/bras.
 aux genoux/pieds/dents/
 yeux/oreilles.*

*J'ai faim.
 soif.*

1.2 *Est-ce que tu as mal à la tête?*

Non, je n'ai pas mal à la tête.

Non, j'ai mal aux pieds.

Teach the above as global expressions.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask and tell what animals or objects are.
2. to ask and tell what a person, animal or object looks like.
3. to ask and tell the colour of an object or an animal.

LINGUISTIC CONTENT

1.1 Ce sont + indefinite article + noun.

*Qu'est-ce que c'est?
Ce sont des livres.*

Note: *C'est des livres* is generally accepted in spoken French.

2.1 Comment + est + name of person + ?

Name of person or pronoun + est + adjective.

*Comment est Paul?
Paul est grand.
Il est grand.*

Comment + est + definite article + noun + ?

Definite article + noun + est + adjective.

*Comment est la balle?
La balle est petite.
Elle est petite.*

Note: Adjectives agree in gender and number with the subject of the verb *être*.

3.1 De quelle couleur + est + definite article + noun + ?

*De quelle couleur est la maison?
La maison est blanche.*

Subject + être + colour.

Elle est blanche.

Note: Colours agree in gender and number with the subject of the verb *être*.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 5 (continued)

4. to tell how many persons, animals or objects there are.

4.1 *Combien de garçons (livres) est-ce qu'il y a?*

Il y a + number (1 to 61) + noun.

Il y a trente livres.

Il y a quarante garçons.

5. to ask and tell about occupations.

5.1

<i>Je</i>	<i>elle</i>	
<i>tu</i>	<i>ils</i>	<i>+ être + name of profes-</i>
<i>il</i>	<i>elles</i>	<i>sion.</i>

Vous êtes facteur?

Oui, je suis facteur.

Elle est professeur?

Oui, elle est professeur.

Note: Teach occupations in role playing situations.

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 5 The student will be able:

1. to ask what is being done and to respond in the negative.

1.1 Subject + verb + ?

Tu travailles?

Subject + ne + verb + pas.

Non, je ne travaille pas.

1.2 Qu'est-ce que + subject + faire + ?

Qu'est-ce que tu fais?

Je travaille.

Note: Teach the affirmative forms of *faire* with *je/tu/il/elle/ils/elles* and *on*.

1.3 Qu'est-ce que + subject + verb + ?

Qu'est-ce que tu regardes?

Subject + verb + object.

Je regarde la rue.

Note: a. Teach verbs in the affirmative and negative (*ne pas*) with *je/tu/il/elle/ils/elles* and *on*.

b. Present tense only.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask and tell to whom an object belongs.

LINGUISTIC CONTENT

- 1.1 C'est + possessive adjective + noun + ?

C'est ton pantalon?

Oui, c'est + possessive adjective + noun.

Oui, c'est mon pantalon.

Non + ce n'est pas + possessive adjective + noun.

Non, ce n'est pas mon pantalon.

- 1.2 Ce sont + possessive adjective + noun + ?

Ce sont tes livres?

Oui + ce sont + possessive adjective + noun.

Oui, ce sont mes livres.

Non + ce ne sont pas + possessive adjective + noun.

Non, ce ne sont pas mes livres.

Note: Teach only *mon/ma/mes,*
ton/ta/tes,
son/sa/ses.

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to tell time on the quarter hour and on the half hour.
2. to ask and tell what day of the week it is.
3. to ask and tell what month of the year it is.

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*
Il est une heure et quart.
Il est une heure moins le quart.
Il est une heure et demie.
- 2.1 *Quel jour est-ce aujourd'hui?*
C'est aujourd'hui lundi.
- 3.1 *Quel mois est-ce?*
C'est janvier.

CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask whether there is someone or something in a specific place or to tell that there is someone or something in a specific place.
2. to ask and tell where one performs various actions.

LINGUISTIC CONTENT

- 1.1 Est-ce que + il y a + indefinite article + noun + prepositional phrase + ?
Est-ce qu'il y a une gomme sur le pupitre?
Où, il y a + indefinite article + noun + prepositional phrase.
Où, il y a une gomme sur le pupitre.
- 2.1 Où est-ce que + subject + verb + ?
Où est-ce que Jean joue?
Subject + verb + prepositional phrase.
Il joue dans la cour.
à
sur, sous
derrière, devant, entre

CATEGORY :

EXPRESSING EMOTION

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to ask and tell about likes and dislikes.

LINGUISTIC CONTENT

- 1.1 *Tu aimes l'hiver?*

Subject + *ne* + *aimer* + *pas* + noun.

Non, je n'aime pas le chocolat.

Subject + *aimer* + noun.

J'aime le chocolat.

Note: Teach *aimer* in the affirmative and negative with *je/tu/il/elle/ils/elles* and *on*.

CATEGORY :

EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to tell how an action is performed.
2. to tell by what means (instrument) an action is performed.

LINGUISTIC CONTENT

- 1.1 *Comment est-ce que Paul dessine?*

Subject + verb + adverb.

Il dessine bien.

Il dessine très bien.

- 2.1 *Avec quoi est-ce que tu dessines?*

Subject + verb + *avec* + indefinite article + noun.

Je dessine avec des crayons.

CATEGORY :

EXPRESSING DESIRE AND PERMISSION

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 5 The student will be able:

1. to ask and tell about wishes or desires.

1.1 *Qu'est-ce que + subject + vouloir + ?*

Qu'est-ce que tu veux?

Je voudrais + indefinite article + noun.

Je voudrais un beigne.

Je voudrais une étoile.

Je voudrais des cadeaux.

or

Je veux + indefinite article + noun + s'il vous plaît.

Note: a. Teach the affirmative of *vouloir* with *je/tu/il/elle*. Singular only.

b. Restrict complements to those preceded by *un/une/des* where a selection is to be made from several objects being offered.

c. Teach *je voudrais* as a global expression.

d. *S'il vous plaît* may be used with all expressions of politeness.

CATEGORY :

EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to respond in the affirmative to questions beginning with the interrogative "*pourquoi*".

LINGUISTIC CONTENT

- 1.1 *Pourquoi est-ce que tu manges?*

Parce que + subject + verb ...

Parce que j'ai faim.

Note: a. Insist on *Parce que* in the response to develop an association with the interrogative adverb *Pourquoi*.

CATEGORY :

CONNECTING IDEAS

PERFORMANCE STATEMENTS

Grade 5 The student will be able:

1. to express connection between two words using "*et*".
2. to respond to questions using "*ou*" indicating choice.

LINGUISTIC CONTENT

- 1.1 *Qu'est-ce que tu fais?*

Subject + verb + definite article + noun + *et* + definite article + noun.

Je prends la balle et le bâton.

- 2.1 Subject + verb + article + noun + *ou* + article + noun + ?

Tu voudrais une pomme ou une orange?

Est-ce que tu veux une pomme ou une orange?

Subject + verb + indefinite article + noun.

Je voudrais une pomme.

SUGGESTED VOCABULARY

GRADE 5

LES ADJECTIFS

grand
petit
content

fatigué

beau
gros
gentil

grande
petite
contente

fatiguée

belle
grosse
gentille

LES COULEURS

blanc
vert
violet
gris
brun
bleu
noir

jaune
orange
rouge
rose

blanche
verte
violette
grise
brune
bleue
noire

jaune
orange
rouge
rose

LES CHIFFRES

32 - 61

trente-deux
trente-trois
trente-quatre
trente-cinq
trente-six
trente-sept
trente-huit
trente-neuf
quarante
quarante et un (e)
quarante-deux
quarante-trois
quarante-quatre
quarante-cinq
quarante-six
quarante-sept
quarante-huit
quarante-neuf
cinquante

cinquante et un (e)
cinquante-deux
cinquante-trois
cinquante-quatre
cinquante-cinq
cinquante-six
cinquante-sept
cinquante-huit
cinquante-neuf
soixante
soixante et un

SUGGESTED VOCABULARY

GRADE 5

LES PROFESSIONS

un dentiste

un fermier

ET LES METIERS

un professeur

un medecin

un boulanger

un facteur

un directeur

une directrice

NOTE: *C'est un dentiste.*

Il est dentiste.

Professeur may be used to refer to male
or female doctors.

VERBES

chanter

compter

dessiner

écouter

fermer

montrer

regarder

danser

porter

aller

entrer

acheter

manger

faire les courses

donner

ecrire

faire

lire

mettre

ouvrir

répéter

enlever

mettre

venir

sortir

payer

boire

vouloir

LES VETEMENTS

un pantalon

un chandail

un chapeau

un manteau

un soulier

un parka

un anorak

une robe

une jupe

une blouse

une chemise

une ceinture

une casquette

une botte

une chaussette

une tuque

SUGGESTED VOCABULARY

GRADE 5

LES JOURS DE

LA SEMAINE

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Note: Names of days and months are NOT capitalized.

LES MOIS

janvier
février
mars
avril
mai
juin
juillet
août (u) or (ut)
septembre
octobre
novembre
décembre

PREPOSITIONS

à droite de
à gauche de
près de
loin de
à côté de
à droite
à gauche

ENDROITS

<i>un jardin</i>	<i>une bibliothèque</i>
<i>un magasin</i>	<i>une église</i>
	<i>une école</i>

INTERJECTIONS

Maintain vocabulary of Grade 4 and add:

Mn! *C'est bon!* *Chut!* *Aïe!* *Eh bien!*

SUGGESTED VOCABULARY

GRADE 5

L'HEURE

Maintain Grade 4 vocabulary and add:

une heure et quart

une heure moins le quart

une heure et demie

etc ...

ADVERBES

bien

mal

vite

lentement

doucement

très

fort

Note: Use adverbs with related verbs.

NOËL

l'enfant Jésus

Marie

Joseph

le père Noël

un arbre de Noël

une crèche

un bas de Noël

une étoile

un cadeau

une cheminée

un beigne

une tourtière

une dinde

une bûche de Noël

Joyeux Noël!

Bonne et Heureuse Année!

CONJONCTIONS

et, ou

LES FRUITS ET

LES LEGUMES

un pamplemousse

une pomme

un ananas

une orange

un bleuets

une banane

un abricot

une poire

une pêche

une framboise

une cerise

une fraise

un chou

une carotte

une tomate

une pomme de terre (patate)



CATEGORY :

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

1. to inquire after and tell about state of health in a formal situation.
2. to take leave referring to the day of the next meeting.

- 1.1 *Comment allez-vous?*
Je vais bien, merci.
- 1.2 *Mme Jones, comment va-t-elle?*
Elle va bien.
- 2.1 *A lundi, Monsieur / Pierre.*
Au revoir, Monsieur, à lundi.

CATEGORY : IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell in which city or town someone lives.

2. to ask and tell about telephone numbers.

3. to tell on what page something is located.

LINGUISTIC CONTENT

- 1.1 Où est-ce que + subject + verb + ?

J'habite + name of city or town.

Où est-ce que tu habites?

J'habite Edmonton.

(also)

J'habite à Edmonton.

- 2.1 *Quel est ton numéro de téléphone?*

C'est 2-4-9 - 0-7-7-8.

Mon numéro de téléphone est . . .

Note: Teach as a global expression.

- 3.1 *C'est à quelle page?*

C'est à la page 61 101.

Note: Teach as a global expression.

CATEGORY :

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell about what he and others are doing.
2. to express commands in the affirmative and in the negative.
3. to suggest that he and others do something together.
4. to ask and tell what has been done.

LINGUISTIC CONTENT

- 1.1 *Est-ce que + subject + verb +?*

Est-ce que vous jouez?

Nous
Vous + verb

Nous jouons.

Note: Teach the *nous* and *vous* persons of the verb and extend use to all verbs.

- 2.1 *Ne + imperative of verb + pas*

N'écoute pas

N'écoutons pas

N'écoutez pas

Note: 1. Teach all persons of the imperative of regular verbs.

2. Drop the *s* from the *tu* form of the regular *er* verbs.

- 3.1 *Jouons au hockey!*

Note: Teach the first person plural of the imperative.

- 4.1 Subject + verb *avoir* + past participle . . .

Qu'est-ce que tu as mangé?

J'ai mangé ...

Note: a) *Le passe composé* or past indefinite tense is elective in Grade 6.

- b) Teach the *passé composé* with "er" verbs conjugated with *avoir* with *je/tu/il/elle/ils/elles*.

CATEGORY :

EXPRESSING ACTIONS cont'd

PERFORMANCE STATEMENTS

5. to ask and tell what is going to be done in the immediate future.

LINGUISTIC CONTENT

- 5.1 *Qu'est-ce que Pierre et Louise vont faire?*

Subject noun or pronoun + *aller* + infinitive.

Ils vont danser.

Note: a) Teach *aller* in the affirmative with all persons.

CATEGORY :

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to tell to whom an object belongs.

LINGUISTIC CONTENT

- 1.1 *A qui est le livre?*

Subject pronoun + *être* + *à* + disjunctive pronoun.

Il est à moi.

Note: a) Teach only *à moi*, *à toi*, and *à* + name of person.

b) *C'est à moi* is acceptable in spoken French.

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell the time in minutes to the hour.
2. to ask and tell the date.
3. to tell the date of a birthday.
4. to identify what season it is.
5. to ask and tell at what time an action takes place.
6. to ask and tell in which season(s) someone performs certain activities.
7. to tell in general terms when an action takes place. (present and future)

LINGUISTIC CONTENT

- 1.1 *Quelle heure est-il?*
Il est une heure dix.
- 1.2 *Quelle heure est-il?*
Il est une heure moins cinq.
- 2.1 *Quelle est la date aujourd'hui?*
C'est aujourd'hui lundi, le 14 janvier.
- 3.1 *Quel est le jour de ton anniversaire?*
C'est le 7 décembre.
- 4.1 *C'est quelle saison?*
C'est le printemps.

Note: Teach above questions as global expressions.

- 5.1

A quelle heure est-ce que + subject + verb + ?

A quelle heure est-ce que tu vas à l'école?
Je vais à l'école à huit heures et demie.
- 6.1

Quand est-ce que + subject + verb + ?

Quand est-ce que tu patines?
Je patine en hiver.
- 7.1 *Quand est-ce que tu vas à l'église?*
Le dimanche.
Quand est-ce que tu vas au cinéma?
Aujourd'hui.
Quand est-ce que tu vas faire du ski?
Demain.
Quand est-ce qu'il a neigé?
Hier.

Note: 1. The past indefinite tense is elective in Grade 6.
2. Pronunciation pattern:
Quand ^test-ce que ...?

CATEGORY :

EXPRESSING TIME

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

8. to answer "yes-no" to questions about when actions and situations have taken place.

8.1 *Tu as mangé une pomme hier?*
Oui.

CATEGORY :

EXPRESSING LOCATION

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

Grade 6 The student will be able:

1. to ask and tell where people and objects are located
2. to ask and state where various actions are performed
3. to ask and tell where someone is going, using *où*, *à la*, *à l'* and *aux*.
4. to ask and tell where someone is coming from, using *du*, *de la*, *de l'* and *des*.

1.1 *Le*
La + *voilà*
Les *voici*
Le voilà
La voilà
Les voici

2.1 *Où est-ce que + subject + verb + ?*
Qu'est-ce que tu manges?
Subject + verb + prepositional phrase
Je mange dans la salle à manger.

3.1 *Où est-ce que + subject + aller + ?*
Où est-ce qu'il va?
Subject + *aller* + prepositional phrase
Il va à l'école.

Note: Teach nouns preceded by contracted articles *au*, *à la*, *à l'* and *aux*.

4.1 Subject + verb + *du*
de la + *nous*
des
de l'

D'où viens-tu?
Je viens des montagnes.

Note: Teach *D'où viens-tu?* as a global expression.

CATEGORY :

EXPRESSING EMOTION

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell about emotions using *etre* + appropriate adjectives.

LINGUISTIC CONTENT

1.1 *Pierre est content?*

Oh! oui, il est content!

Marie est contente

Oui, elle est contente.

Note: Adjectives agree in gender and number with the subject of the verb *etre*.

CATEGORY :

EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to ask and tell the means of going somewhere.

LINGUISTIC CONTENT

1.1 *Comment est-ce que* + subject + *aller* + prepositional phrase + ?

Comment est-ce que tu vas à l'école?

Subject + *aller* + prepositional phrase + preposition + noun.

Je vais à l'école (à pied, à bicyclette, en autobus, en auto).

CATEGORY :

EXPRESSING DESIRE AND PERMISSION

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to state orally wishes or desires using the partitive article.

2. to ask and tell about what someone would like to do.

LINGUISTIC CONTENT

- 1.1 *Qu'est-ce que tu veux?*

*Je voudrais + des/du/de la/
de l' + noun.*

Je voudrais des fruits.

<i>Je voudrais</i>	<i>du</i>	<i>pain.</i>
	<i>de la</i>	<i>salade.</i>
	<i>de l'</i>	<i>eau.</i>
	<i>des</i>	<i>oranges.</i>

Note: Teach the partitive in the affirmative forms only.

- 2.1 *Qu'est-ce que + subject + verb
+ infinitive + ?*

Qu'est-ce que tu veux faire?

Je voudrais + infinitive.

Je voudrais manger.

Note: Use *je voudrais* with the infinitive of previously learned verbs.

CATEGORY :

EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to tell why an action is or is not performed.

LINGUISTIC CONTENT

1.1 *Pourquoi est-ce que Pierre mange?*

Parce qu'il a faim.

Pourquoi est-ce que Pierre ne mange pas?

Parce qu'il n'a pas faim.

Note: Review the affirmative and negative of verbs in response to questions beginning with *pourquoi*.

CATEGORY :

CONNECTING IDEAS

PERFORMANCE STATEMENTS

Grade 6 The student will be able:

1. to express connection between two simple sentences using "et".
2. to invite someone to make a choice using "ou".

LINGUISTIC CONTENT

1.1 *Le chien court. L'oiseau vole.*

Le chien court et l'oiseau vole.

2.1

<i>Est-ce que tu veux + indefinite article + noun + ou + indefinite article + noun + ?</i>
--

Est-ce que tu veux une banane ou une pomme?

SUGGESTED VOCABULARY

GRADE 6

LA MAISON

Les parties d'une maison

un mur
un toit
un plafond
un plancher

une porte
une fenêtre
une cheminée
un sous-sol

Les pièces

un salon

une cuisine
une salle à manger
une chambre à coucher
une salle de bain
les toilettes (separate
room in Europe)
une salle de jeux
une salle de récréation
une salle de séjour

Les objets de la maison

un fauteuil
un réfrigérateur
un lit
un téléphone

une chaise
une table
une lampe
etc.

Vocabulaire correspondant

un garage

une rue
une avenue

LES SPORTS

le tennis
le baseball
le ski
le football
le hockey

Jouer au tennis
 football

Faire du patinage
 ski

Faire de la natation

SUGGESTED VOCABULARY

GRADE 6

VERBES

Aller + infinitif (maintain verbs in Grade 4 and 5 and add:)

aller + nager
patiner
sauter
jouer
gagner
lancer
attraper

inviter
frapper
remercier
téléphoner
entendre
écouter

donner
préparer
apporter
mettre
prendre

jouer
faire du camping
nager
pêcher

manger
boire

aimer
vouloir

sortir
se lever
s'asseoir
venir
attendre
marcher
arriver
partir
embarquer
courir

SUGGESTED VOCABULARY

GRADE 6

LA FAMILLE

le grand-père

la grand-mère

l'oncle

la tante

le cousin

la cousine

L'HEURE

Maintain vocabulary of Grades 4 and 5 and add:

une heure cinq

une heure dix

etc ...

LES SAISONS

le printemps

au printemps

l'été

en été

l'automne

en automne

l'hiver

en hiver

Je joue aux billes au printemps.

Je nage en été.

Je joue au football en automne.

Je patine en hiver.

L'ANNIVERSAIRE

un anniversaire

une invitation

une fête (canadianisme)

une poupée

un ami

une radio

un jouet

une boîte

un bonbon

une surprise

un cadeau

un papier

un ruban

un disque

un tourne-disque

l'âge (un)

Note: In Canada, *une fête* may be used as an alternative to *anniversaire*.

ADVERBES

aujourd'hui

demain

hier

LES VACANCES

un lac

une rivière

un pique-nique

une montagne

une plage

une forêt

de l'eau

une tente

SUGGESTED VOCABULARY

GRADE 6

ADJECTIFS

content
gentil
fâché
malade
fatigué
triste
furieux

LA NOURRITURE

ET LES REPAS

Le petit déjeuner:

du café
du lait
du chocolat
du pain
du beurre
du jus d'orange
du bacon

de la confiture
de la céréale
des toasts (des rôtis)

un biscuit
un oeuf

une pomme de terre
une carotte
une tomate

du poisson
du thé

de la viande

des fruits
de l'eau

le déjeuner
le dîner
le souper

EXPRESSIONS

merci
merci, Monsieur
merci, Madame
s'il vous plaît
de rien
il n'y a pas de quoi

LES MOYENS DE TRANSPORT

un train
un avion
un bateau
un traîneau
un autobus

une motocyclette
(une moto)
une bicyclette
une mobilette
une moto-neige

SUGGESTED VOCABULARY

GRADE 6

LES CHIFFRES

<i>soixante-deux</i>	<i>quatre-vingts</i>
<i>soixante-trois</i>	<i>quatre-vingt-un</i>
<i>soixante-quatre</i>	<i>quatre-vingt-deux</i>
<i>soixante-cinq</i>	<i>quatre-vingt-trois</i>
<i>soixante-six</i>	<i>quatre-vingt-quatre</i>
<i>soixante-sept</i>	<i>quatre-vingt-cinq</i>
<i>soixante-huit</i>	<i>quatre-vingt-six</i>
<i>soixante-neuf</i>	<i>quatre-vingt-sept</i>
<i>soixante-dix</i>	<i>quatre-vingt-huit</i>
<i>soixante et onze</i>	<i>quatre-vingt-neuf</i>
<i>soixante-douze</i>	<i>quatre-vingt-dix</i>
<i>soixante-treize</i>	<i>quatre-vingt-onze</i>
<i>soixante-quatorze</i>	<i>quatre-vingt-douze</i>
<i>soixante-quinze</i>	<i>quatre-vingt-treize</i>
<i>soixante-seize</i>	<i>quatre-vingt-quatorze</i>
<i>soixante-dix-sept</i>	<i>quatre-vingt-quinze</i>
<i>soixante-dix-huit</i>	<i>quatre-vingt-seize</i>
<i>soixante-dix-neuf</i>	<i>quatre-vingt-dix-sept</i>
	<i>quatre-vingt-dix-huit</i>
	<i>quatre-vingt-dix-neuf</i>
	<i>cent</i>
	<i>cent un</i>

DEFINITION OF CULTURE

Two interrelated definitions of culture linked by a set of commonly shared values and cultural themes are:

1. Culture refers to a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy.
2. Culture also refers to the behavioural patterns or life styles of people. To illustrate, the study of behavioural patterns and life styles might focus on such topics as:
 - a. When and what people eat;
 - b. How they make a living;
 - c. The way they organize their society;
 - d. The attitudes they express toward friends and members of their families;
 - e. How they act in different situations;
 - f. What expressions are used to show approval and disapproval; and
 - g. The traditions observed.

It is this latter definition that should form the focus of learning activities in the classroom.

Culture is a complex and dynamic phenomenon and each country possesses a myriad of subcultures. As the international expansion of technology and communication rapidly transform daily life patterns, today's life styles may become tomorrow's stereotypes or myths.

Teachers are cautioned to avoid generalizing from too little data. Rather, it is important to discuss the way people live in big cities as well as in small villages, the reactions of young people and those of the elderly, the points of view of different ethnic groups, the attitudes of people in different socio-economic strata and in different regions of a country. It is important to develop the concept that people respond to life's needs in a variety of ways.

MAJOR CULTURAL THEMES

The following cultural themes are part of the core content to be developed in Grades 4, 5 and 6. Specific topics within each theme are considered to be elective.

1. CONVENTIONALITIES

Conventionalities are customary ways of behaving in specific social situations.

In dealing with conventionalities, students are expected to recognize and identify appropriate reactions of members of a culture in specific social situations.

Possible topics for class study are:

- | | |
|---------------------------|------------------------------|
| 1. Greetings | 6. Shopping |
| 2. Introductions | 7. Travelling |
| 3. Farewells | 8. Sports and games |
| 4. Patterns of politeness | 9. Hobbies |
| 5. Eating | 10. Vacations |
| | 11. Holiday and celebrations |

2. ROLE OF THE FAMILY IN SOCIETY

The assumption in this theme is that traditions influence cultural behaviour.

In the study of this theme, students are expected to recognize the basic structure of family units and to identify interrelationships between the family structure and education, religion, government and economics.

Topics of study include:

- a. Relationships of family members to each other, and to persons outside the family.
- b. Participation of members of the family in the life of society.

3. ROLE OF EDUCATION IN SOCIETY

The assumption proposed is that formal and informal education is a vital part of society.

Objectives in this category are to identify and to interpret the value of education to the individual; to recognize and interpret the relationships between student and teacher; to analyze interrelationships between church, state, and education; and to recognize the role of extra-curricular activities.

Topics for comparative analysis include types of schools and types of curricula.

4. ROLE OF GOVERNMENT IN SOCIETY

The assumption proposed is that students be aware of the existence of forms of government and their functions.

5. INFLUENCE OF GEOGRAPHY, CLIMATE, AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY.

The assumption made is that the life styles in a country or region are affected by the geography, climate and natural resources.

In studying this theme, students are expected to:

- a. acquire specific facts about the geography and climate;
- b. identify the social and economic life of a particular region;
- c. analyze facts and formulate a concept of the way of life.

Topics include the geography, climate and natural resources of regions of Canada and countries where French is spoken.

6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

The assumption proposed is that students develop a knowledge and, if possible, participate in the art, music, dance, literature, and folklore of French cultures.

Students are expected to begin to develop an awareness of the arts and their interrelationships with the economic status and aspirations, available resources and climate, and the religious feelings of members of the culture.

COURSE OUTLINE

In Grades 4 to 6 the study of the cultures of French-speaking Canadians forms part of the core content. Specific topics related to these cultures are elective. A suggested course outline follows:

GRADE 4

1. Family
2. Alberta
 - French-speaking centres
 - Explorers and missionaries
3. Customs and Conventions
 - Greetings
 - Noël
 - Pâques
4. Folksongs

GRADE 5

1. French in Canada
 - Western Canada
 - Acadia
 - Ontario
 - Quebec
2. Customs and Conventions
 - La Cabane à Sucre
 - Le Carnaval
3. Folksongs and Handicrafts

GRADE 6

1. French in Canada
 - Quebec
2. Introduction to France
3. Customs and Conventions
 - Christmas Season in France
 - Le Mardi Gras
4. Leisure Activities
 - Sports
5. Songs and puppet theatre

TEACHING STRATEGIES

BASIC ASSUMPTIONS

1. Emphasis on Communication Skills

One of the underlying premises in this program is that the study of language must be combined with opportunities to use the language. Knowledge of linguistic elements, vocabulary, sounds, word formation, and grammar, although important, does not automatically lead to the ability to use the language.

The view taken in this program is that exercises and activities which encourage students to exchange with others, messages of real interest to them, should be introduced from the beginning of language study.

2. Four Skills Approach

Another assumption is that various combinations of all skills are necessary for effective communication in a language. As students vary in their predisposition toward oral and visual means of learning, it is desirable to appeal to as many of the senses as possible and to avoid a single approach for all students. To illustrate, some students will learn through visual presentation what they are not able to grasp orally. Similarly, concepts learned in receptive skills (listening and reading) can be reinforced through productive skills (speaking and writing).

3. Emphasis on Understanding the Structure of Language

Importance should be accorded to assisting students to understand the structure of the language to be learned.

Content should be sequenced to maximize reference to meaning and situations. Similarities and contrasts of form and meaning should be emphasized with numerous examples and illustrations.

4. Increased Emphasis on Cultural Awareness

Comprehending a language and being able to express oneself in a language does not ensure understanding of the social customs, the patterns of behaviour, beliefs, and values of a particular society. It is suggested that a planned study of culture be implemented.

To assist in this end, numerous activities are suggested in the accompanying handbook, to develop insights into ways of life and ways of thinking of people who speak French.

5. Attention to Student Centered Learning

Increased recognition should be given to the fact that students differ in aptitude, in talents, in socio-economic background, in interests, in styles and rates of learning, and in various types of needs.

This program attempts to meet some of these different needs and interests through a variety of content and by suggesting a variety of teaching and learning strategies and evaluation procedures. An attempt is also made to adjust the objectives and content and to select learning resources which correspond to the understanding and interest levels of students in each division.

ON THE BASIS OF THESE FIVE ASSUMPTIONS, THE LANGUAGE SKILLS AND CULTURE WILL BE DISCUSSED IN THE ACCOMPANYING HANDBOOK ALONG WITH SUGGESTIONS FOR VARIOUS ACTIVITIES AND EXERCISES.

TESTING AND EVALUATION

Definitions

Testing in education is the measurement of student progress and achievement.

Evaluation is a value judgment or decision made after observation of the results obtained through testing. It is the process of determining to what extent the objectives have been realized by the program.

Testing, therefore, is the vital ingredient in a continuous teaching-learning loop. It provides feedback to the learner, the teacher and the program developer which can be used in evaluation.

Second language tests should be related to objectives of the language program and to the teaching procedures being used. The weight given to testing the receptive skills of reading and listening and to the productive skills of speaking and writing should have a realistic relationship to the emphasis which has been given in the classroom to each of these skills.

Purposes of testing

1. To communicate to the student what he is expected to learn and how he is to perform;
2. To inform the student of the extent of his progress and achievement in attaining program goals;
3. To motivate the student;
4. To encourage the student to organize, to review and to develop long-range retention of material covered;
5. To provide information to the teacher for diagnostic and placement purposes;
6. To permit the teacher to adapt his teaching and to improve the program;
7. To facilitate decision-making by the student, the parents and the school.

TYPES OF TESTS

The basic types of second language tests are: progress tests, achievement tests, proficiency tests and tests of attitude and cultural awareness.

1. Progress tests

The progress test measures how much a student has learned in a specific course of study. Given at the end of a lesson, a chapter, a unit or a semester, the progress test is the type of test used most often by the classroom teacher.

Many publishers of language learning materials provide progress tests to accompany their materials. If these tests are used, they should first be evaluated to assure that they are related to the learning objectives emphasized by the program.

2. Achievement tests

The achievement test also measures what a student has learned but is designed for use with students at the same language level in different schools and programs. It is not intended as a final examination for grading students but for providing useful information for curriculum evaluation and planning.

3. Proficiency tests

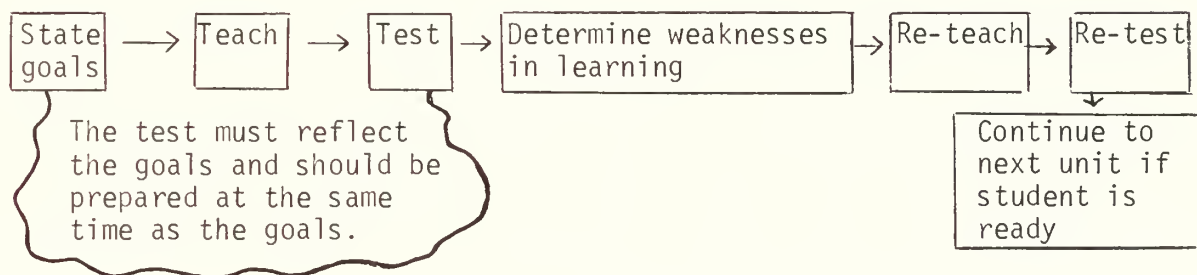
The proficiency test measures how a student's language ability corresponds to specific language expectations irrespective of the program of study he has followed. It is useful for placing a student in a course suitable to his ability.

4. Tests of Attitude and Cultural Awareness

The attitude test and the test of cultural awareness attempt to measure affective outcomes of language studies. Moreover, through measurement of a student's attitudes, feelings and values regarding the people whose language he is trying to acquire, it is assumed that conclusions can be made as to the influence of attitude on motivation and on language achievement itself.

THE TEACHING FOR MASTERY MODEL

In planning an effective instructional sequence, the following model should be kept in mind.



PRESCRIBED LEARNING RESOURCES

The following learning resources have been recommended for the elementary French program (Grades 4, 5 and 6):

Nuffield Schools Council. *En Avant*. Levels 1 and 2.
Toronto: J.M. Dent and Sons (Canada) Ltd.

Duplantie, Raymond. *J'écoute, Je Parle*. Levels 1 and 2. Agincourt,
Ontario: Gage Educational Publishing Ltd.

Kenney, Morgan and Kerr, Doris. *Ici On Parle Français*. Levels 1 and
2. Scarborough, Ontario: Prentice-Hall of Canada, Ltd.

Bick, Catherine, Massey and Scuccato. *Répondez s'il vous plaît*. Levels
1, 2, 3. Toronto, Ontario: Copp Clark Publishing.

School jurisdictions may select one of the above four instructional
series.

Grade 4

<i>En Avant</i>	Stage 1	Kit
<i>J'écoute, Je Parle</i>	Level 1	Teacher's Manual *Pupil's Book Flash Cards Posters
<i>Ici On Parle Français</i>	Level 1	Teacher's Text *Reading Companion/ <i>Livre de lecture</i> Teacher's Resource Book (to Reading Companion) Livre du maître (French edition of Teacher's Resource Book) Wallcharts (set of 8)
<i>Repondez s'il vous plaît</i> <i>Allons-y</i>	Level 1	Kit Student texts

Grade 5

<i>En Avant</i>	Stage 1	Kit
<i>J'écoute, Je Parle</i>	Level 2	Teacher's Manual *Pupil's Book Flash Cards Posters

*Student Materials

<i>Ici On Parle Français</i>	Level 1	Teacher's Text *Reading Companion Livre de lecture Teacher's Resource Book (to Reading Companion) 1/2 Livre du maître (French edition of Teacher's Resource Book) Wallcharts (set of 8) Test Package (20 sets)
<i>Répondez s'il vous plaît</i> <i>Ca roule</i>	Level 2	Kit Students Texts
<u>Grade 6</u>		
<i>En Avant</i>	Stage 2	Kit
<i>J'écoute, Je Parle</i>	Level 2	Teacher's Manual Pupil's Book Flashcards Posters
<i>Ici On Parle Français</i>	Level 2	Teacher's Text *Student Text *Student Exercise Book, 1/2 *Parler avec un crayon: a language concepts workbook (1977) Teaching Notes (English Edition) Notes pédagogiques (French Edition) Wallcharts (set of 8) Test Package (20 sets)
<i>Répondez s'il vous plaît</i> <i>A grands pas</i>	Level 3	Kit Student Texts

All of the above publications are available from the School Book Branch
10410 - 121 street, Edmonton, T5N 1L2, Student materials and kits are
subject to a 40% discount.

*Student materials

August, 1978

TEACHING AND LEARNING STRATEGIES

A DISCUSSION PAPER

THE MAJOR PURPOSE OF THIS PAPER IS TO SERVE
AS A BASIS FOR DISCUSSION OF POSSIBLE TEACHING
AND LEARNING STRATEGIES THAT MIGHT BE USED FOR
SECOND LANGUAGE LEARNING IN ALBERTA SCHOOLS.

The reader will note that the paper focusses primarily on activities to encourage language use. This emphasis is not meant to ignore the importance of language study and practice activities but to concentrate on a phase of language learning that could be developed more adequately.

Language study + language practice + language use = Language
learning.

Walter A. Lazaruk

TABLE OF CONTENTS

	Pages
BASIC ASSUMPTIONS	61
I. LISTENING COMPREHENSION	
A. Basic considerations	63
B. Stages of development	64
C. Suggested activities	65
II. SPEAKING	
A. Basic considerations	67
B. A model of language learning	67
C. Suggested activities	69
III. READING	
A. Basic considerations	74
B. Stages of reading development	74
C. Suggested activities	77
IV. WRITING	
A. Basic considerations	78
B. Stages of writing	79
C. Suggested activities	81
V. CULTURE	
A. Basic considerations	82
B. Six major themes in culture	83
C. Suggested activities	86
BIBLIOGRAPHY	89

TEACHING AND LEARNING STRATEGIES

BASIC ASSUMPTIONS

Several assumptions underline the development of this section on teaching and learning strategies:

1. NEED FOR COMMUNICATION SKILLS

More emphasis should be placed upon providing students with the opportunity to use the language in situations representative of those encountered in everyday life. Knowledge of linguistic elements, vocabulary, sounds, word formation and grammar although important does not automatically produce the ability to communicate. Language study and language practice often taught through approaches which could be referred to as formal strategies need to be combined with opportunities to use the language through the use of functional strategies. The view taken in this curriculum is that exercises and activities which encourage students to exchange with others messages of real interest to them, should be introduced from the beginning of the language program.

2. FOUR SKILLS APPROACH

As students vary in their predisposition toward oral and visual means of learning, it is desirable to appeal to as many of the senses as possible and avoid a single approach for all students. To illustrate, some students will learn through visual presentations what they are not able to grasp orally. Similarly, concepts learned in receptive skills (listening and reading) can be reinforced through productive skills (speaking and writing). Various combinations of all skills are necessary for effective communication in the language. The second language may be introduced through listening and speaking but reading and writing should follow early, specifically to reinforce listening and speaking.

3. EMPHASIS ON UNDERSTANDING THE STRUCTURE OF LANGUAGE

More importance should be accorded to assisting students to understand the structure of what is to be learned.

Suggestions will be made to assist teachers in presenting meaning in a situational context. Content should be sequenced to maximize reference to meaning and situation. Similarities and contrasts of form and meaning should be emphasized with numerous examples and illustrations.

4. INCREASED EMPHASIS ON CULTURE

Comprehending a language and being able to express oneself in a language does not ensure understanding of the social customs, the patterns of behaviours, beliefs and values of a particular society. A systematic study of culture in second language learning has been generally ignored and should be implemented.

5. MORE ATTENTION TO STUDENT CENTERED LEARNING

This decade has given increased recognition to the fact that students differ in aptitude, in talents, in socioeconomic background, in interests, in needs, and in styles and rates of learning.

To accommodate different student ages, experiences, interests and stages of second language learning, a variety of strategies will be suggested.

I. LISTENING COMPREHENSION

A. BASIC CONSIDERATIONS

Listening comprehension, in this context, refers to the active process of constructing a message from sounds, utilizing one's knowledge of phonology, semantics and syntax of the second language.

A long-term goal in listening comprehension is to understand native speech in unstructured situations. In this case, occasional words and phrases may be unfamiliar but the general content of a message should be understood. A short-term goal in a classroom situation would be to understand native speech in structured or graded situations which correspond to the interests and the language proficiency levels of the second language learners.

Two levels of activities are involved in listening: recognition and selection. Recognition encompasses the ability to discriminate phonemes in French and to perceive characteristic elements of pitch and intonation. In addition, it requires students to perceive structural interrelationships among the various components of spoken utterances: e.g. recognition of time relationships, person, number. The second level, selection, focusses on the semantic or meaning features of utterances. That is, what are the elements that express the purposes of the speaker or what is it that the learner wishes to extract from the communication?

As the necessity of speed in comprehending auditory signals distinguishes this skill from the other three, effective development of the listening skill demands exposure to a variety of situations ranging from listening to the teacher's voice, other students, films, plays, to radio and television broadcasts, face-to-face encounters with native speakers and lectures.

B. STAGES OF DEVELOPMENT

Wilga Rivers proposes four stages of development that describe the listening skill:¹

1. IDENTIFICATION

This stage involves the discrimination of sounds and discrimination of the elements of meaning conveyed by stress, pitch and intonation.

2. IDENTIFICATION AND SELECTION WITHOUT RETENTION

This stage includes listening for the pleasure of comprehension, and extracting meanings, without attempting to demonstrate comprehension through the active use of language.

Simple plays, conversations, simulated telephone conversations which depict everyday situations and common, repetitious speech of conversation should be presented to develop listening comprehension at this level.

3. IDENTIFICATION AND GUIDED SELECTION WITH SHORT-TERM RETENTION

At this stage, students are asked to demonstrate their comprehension in some active ways such as by responding through a physical action, in writing, or in speaking.

4. IDENTIFICATION, SELECTION AND LONG-TERM RETENTION

Students are asked to demonstrate comprehension or use of auditory material after the listening exercise or to engage in some activity which requires recall of material previously learned.

1. W.M. Rivers. *A Practical Guide To The Teaching of French*. New York: Oxford University Press, 1975, page 93.

C. SUGGESTED ACTIVITIES

1. MINIMAL PAIR EXERCISES

These exercises are useful in helping students distinguish among isolated sounds and sounds in the context of words.

For instance, ask students to listen to a series of sounds and indicate whether they are the same or different:

	Same	Different
vous/vue	☐	☒
tu/vu	☒	☐

2. EXECUTING COMMANDS

Ask students to listen to a series of commands and perform each as quickly as possible: e.g. *Levez-vous. Asseyez-vous. Levez la main droite.*

3. USE OF VISUALS

- Ask students to draw a picture or to follow the directions on a map on the basis of instructions given in French by the teacher.
- Ask students to identify the letter which corresponds to the picture best representing what they hear.

Pictures are most appropriate at the elementary level.

4. DICTATION

Ask students to fill in the blank spaces of a written passage which is read to them or ask students to write out an entire passage which they hear.

Suggested guidelines for giving dictations are:

- a) Ask students to listen to a passage read at normal speed by the teacher or on tape.
- b) Repeat the reading in meaningful segments with pauses for the students to write.
- c) Finally, reread the passage at normal speed in order that students may check or correct their work.

5. INFORMATION SEARCH

Given a series of questions to students beforehand, ask them to listen to a sequence of sentences and write down only the segments which answer the questions provided.

Give the passage orally several times to allow students to answer specific questions in writing.

6. USE OF RECORDED MATERIAL

- a) Ask students to extract the major ideas from a recorded message or from a radio announcement.
- b) At an advanced level, ask students to paraphrase orally or in writing rapid speech or a dialect or take notes to summarize the principal ideas of a recorded passage.

TEACHERS ARE ASKED TO REFER TO *A PRACTICAL GUIDE TO THE TEACHING OF FRENCH* BY WILGA RIVERS, AND *CLASSROOM TECHNIQUES: FOREIGN LANGUAGES AND ENGLISH AS A SECOND LANGUAGE (SECOND EDITION)* BY EDWARD D. ALLEN AND REBECCA M. VALETTE WHO PROVIDE AN EXCELLENT LISTING OF ACTIVITIES FOR DEVELOPING LISTENING COMPREHENSION SKILLS.

II. SPEAKING

A. BASIC CONSIDERATIONS

It is the view of this section that students should be encouraged to express themselves freely in French in the early stages of experience with the language by using the structures and vocabulary they have been learning through an orderly progression of study and practice.

Secondly, speaking skills should be developed in a situational context. To establish this context, interest centres should reflect concrete situations in the student's immediate environment or in environments at their interest level in a French-speaking milieu. At beginning levels, topics such as polite expressions, greetings, introductions, identification of objects and persons, comparison of persons, places and things, and general health lend themselves to exploration.

At an intermediate level, the above topics may be further developed using more extensive vocabulary and structures. Discussion about sports or social life, conversations dealing with specific topics such as shopping, farm life, and news can be undertaken.

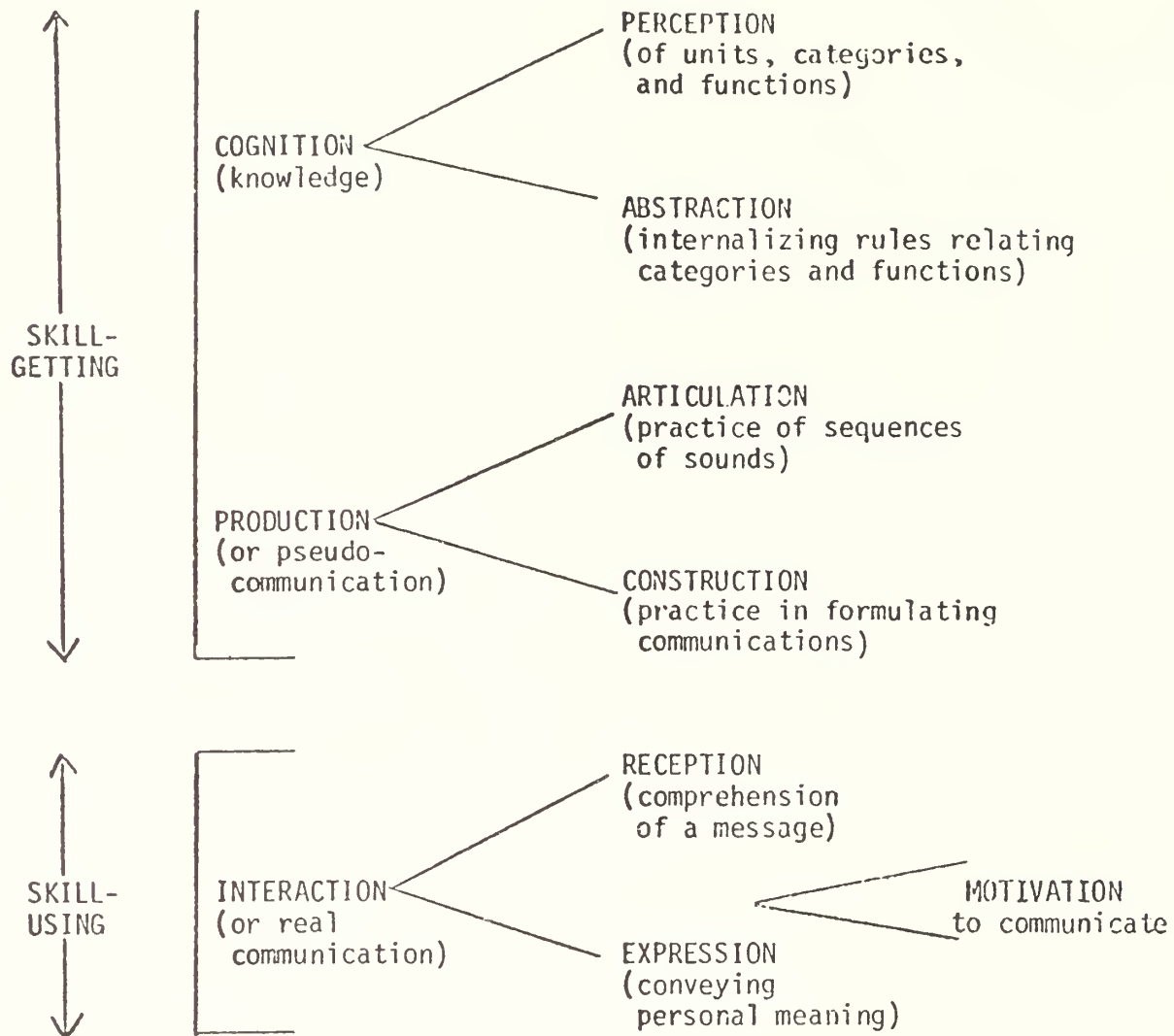
At advanced levels, interpretation of reading selections, relating stories from the point of view of individual characters, improvised dramatization and reporting on radio and television are some suggested topics.

B. A MODEL OF LANGUAGE LEARNING

It is important for the teacher to distinguish between skill acquisition and skill production. Wilga Rivers has developed a model for language learning which includes all skills and which distinguishes two major aspects of language learning: "skill-getting" and "skill-using". In River's definition, "skill-getting" encompasses cognition, which is the perception and abstraction of a new language system or the formation of one's mental blueprint. "Skill-getting" is achieved when articulation and construction based on cognition form production or pseudocommunication.

In her model "skill-using" depends upon motivation to communicate, which in turn, leads to reception, expression and interaction or communication. River's model of language learning to describe the processes involved in learning to communicate is summarized as follows: ²

TABLE 1



2. Ibid., page 4.

Acquiring the ability to communicate depends upon "skill-getting" and "skill-using" progressing simultaneously. Relying exclusively on "skill-getting" activities omits the motivating opportunities to communicate which is the goal of many students. On the other hand, providing "skill-using" activities not based on any acquisition of language can prove frustrating. A combination of "skill-getting" and "skill-using" activities is therefore necessary to develop communication skills. Also, "skill-getting" activities should be presented in a situational context so as to produce pseudocommunication.

C. SUGGESTED ACTIVITIES

The activities suggested are intended to enable students to attain a functional ability in which they can make themselves understood in everyday situations.

1. USE OF CARTOONS

- a) Ask students to describe one picture or a series of pictures.
- b) Verify global understanding of a series of cartoons by asking a series of questions. This may be done by the teacher or by students.
- c) Engage in a dialogue with students on the topic depicted in a cartoon or have two students engage in a dialogue.
- d) Ask students to imagine the thoughts of a character.
- e) Ask students to provide an epilogue or an ending to a story.

2. NUMBERED FILE CARDS

At the beginning of a class, give each student four or five file cards with a question or a command in French on each.

At some point during the lesson, call out a number when class routine begins to lag, whereupon the appropriate student reads his file card and asks or answers the question or performs the suggested action.

3. USE OF DIALOGUES

- a) Ask students to prepare a skit which may be an adaptation of a situation in a dialogue they have studied: e.g., two people in a restaurant become two students having lunch, or two people discussing the geography of Alberta.
- b) Give students one side of a conversation which is not completed and ask students to create a dialogue. Different groups act out their versions.

Example:

Guy: Salut, Pierre! Comment ça va?

Pierre:

Guy: Ça va. Tu travailles! Mais c'est samedi. Je vais au cinéma. Tu viens?

Pierre:

Guy: C'est dommage.

- c) Give students a response-pair beginning and ask them to expand it.

Example:

Jacques: Tiens, une lettre du Canada. C'est probablement une lettre de mon ami Jim.

Monique: Qu'est-ce qu'il dit?

Jacques:

Monique:

- d) Give students a punch line and ask different groups to compose short skits leading up to it.

Example:

Quelle horreur!

C'est impossible!

- e) Ask students to compose dialogues based on a list of key words which provide the basic elements.

Example:

- a. *Aller, ski?*
- b. *Où?*
- c. *Banff.*
- d. *Qui?*
- e. *Monique et Jeanne.*
- f. *Quand?*
- g. *Vendredi.*

4. ROLE-PLAYING

- a) Identify themes suggested by the lessons in instructional materials. e.g. *A unit dealing with modes of transportation and travel expressions may culminate in a simulated trip; a unit dealing with clothing expressions might suggest a fashion show.*

Examples of role-play situations are:

- (i) *You are taking a friend to a concert. Discuss the kind of music you are going to hear, the group that is playing, the cost and how you will get there.*
- (ii) *You and one of your parents are planning a day at the lake. Discuss what the weather will be like, what things you'll need to bring along, and what sorts of things you can do once you get there.*

Instructions at the beginning may be given in English but as the students advance instructions may be given in French.

5. TASK ASSIGNMENT

A student is given a task which he carries out and reports upon to his class or to his small group. Directions for the tasks may be given in English but the seeking of information, student responses and final report would be in French.

Examples are:

- a) *Find out from a student in the class his/her name, address, favourite courses and the names of courses he finds the easiest and most difficult.*
- b) *Find out from a student five things which he/she does during the weekend that are different from activities carried out during the week.*

6. INTERVIEW

- a) Students are divided into small groups and would interview a member of the group on a given topic. The interviewer may answer as many questions as he can and then exchange roles with another member of the group.
- b) One variation would be for each student to prepare five questions to ask the teacher next day.

7. "TOI ET MOI"

Students are paired and alternately ask questions of each other. Questions should be sufficiently varied to practise the structures and vocabulary of the lesson.

8. VALUES CLARIFICATION

Students are offered the opportunity to express their thoughts and feelings, within the limits of acquired language skills.

Examples are:

- a) *Qu'est-ce que vous aimez faire ou ne pas faire?*
- b) *Quand êtes-vous triste?*
- c) *Qu'est-ce que vous feriez si?*

9. REACTIONS

Students are given a situation and are asked to indicate their reaction by completing the sentences.

Examples are:

- a) *Quand je suis seul(e) à la maison, je*
- b) *Quand il neige, ...*

10. USE OF INEXPENSIVE MATERIAL.

- a) Use a felt board with cutout figures to illustrate a story being related.
- b) Encourage students to look for advertisements, cartoons, and pictures to apply the expressions they have learned.
- c) Use maps and a variety of pictures as a basis for asking and answering questions or giving directions.
- d) At a more advanced level, ask students to produce a mock radio program to include proverbs, musical selections, interviews, jokes and commercials.

TEACHERS CAN FIND NUMEROUS IDEAS TO STIMULATE ORAL COMMUNICATION SKILLS IN THESE SOURCES:

1. ALLEN, EDWARD D. AND REBECCA M. VALETTE. *CLASSROOM TECHNIQUES: FOREIGN LANGUAGES AND ENGLISH AS A SECOND LANGUAGE.*
2. JARVIS, G. ET AL. *CONNAITRE ET SE CONNAITRE.*
3. PAPALIA, ANTHONY. *LEARNER-CENTERED LANGUAGE TEACHING: METHODS AND MATERIALS.*
4. STANISLAWCZYK, I. ET AL. *CREATIVITY IN THE LANGUAGE CLASSROOM.*

III. READING

A. BASIC CONSIDERATIONS

Reading can be defined as the process of extracting meaning from a written script or the following of written sequences rapidly for comprehension. This skill is usually performed silently while the eye scans whole groups of words or sentences at a time. Another definition of reading is the pronunciation of phrases and sentences of written symbols, a definition which is applicable primarily at an early stage of language learning.

In the teaching of reading, a short pre-reading period is suggested in which students become accustomed to French sounds. The pre-reading training is intended to teach students to cope with the critical French phonemes. Otherwise, garbled communication may be the result as students often assume that French letters represent English sounds. However, learning to identify and articulate problem sounds will enable students to read the French language as a logical representation of the newly acquired sounds.

In selecting reading activities, teachers are asked to consider the natural uses of reading. People read for information, for instructions to perform some task, to find out the time, location of some event and availability of something by consulting timetables, programs, announcements, census and advertisements. Other natural uses of reading are for enjoyment and excitement found in novels, short stories, poems, and songs and to find out what is happening or what has happened by consulting newspapers, magazines and reports.

B. STAGES OF READING DEVELOPMENT

W. River recommends six stages of reading development to enable students to develop progressively their ability to read more and more fluently and independently, materials of increasing difficulty.

1. INTRODUCTION TO READING

Major emphasis is placed on identifying sound-symbol correspondences in order that students may perceive in graphic form meanings they have learned orally.

Students learn to read what they can say.

At this stage, reading is integrated with each skill:

- a) Listening: identification and recognition in graphic form of the structure groupings of an oral message.
- b) Speaking: recognition in graphic form of the graphic symbols for the oral utterance practised.
- c) Pronunciation and intonation: practising correct productions of sounds and appropriate phrasing.
- d) Writing: consolidating sound - symbol association through dictations or spot dictations or copying out, with correct spelling, sentences being learned.
- e) Grammar: consolidating grasp of grammatical structures by seeing in written form what has been learned orally.

At this level, students are asked to answer questions requiring a recognition of familiar material.

2. FAMILIARIZATION

This stage involves reading rearrangements and recombinations of familiar material learned orally.

The purpose of reading at this stage is to recognize meaningful segments of thought, and read in coherent word groupings.

Students are asked to supply answers to questions which force them to recombine known elements in new combinations.

3. ACQUIRING READING TECHNIQUES

At this stage, students are asked to read directly simple narrative and conversational material that develops an uncomplicated and entertaining theme. The readings are not based on work practised orally and introduce students to written style and more complicated structure. Vocabulary is largely in the area of the known. Meanings of new vocabulary can be deduced from illustrations, cognates and from context.

Students would be expected to answer questions on content in response to *Qui? Quoi? Quand? Où? Comment? (manner) Est-ce-que?*

4. PRACTISE

At this stage, students practise their skill with a wider range of language which include authentic writings by French authors. These reading passages are accessible to students and avoid complex style and specialized vocabulary.

Both intensive and extensive reading is practised. Intensive reading is linked to a study of the problem areas of the French language: e.g. expressing time relationships. Extensive reading may be for information on a topic of interest or for pleasure by reading short stories, plays, short novels and magazines written for schools.

Questions at this stage should consider implications such as: *Pourquoi? Si ... puis quoi? and Comment?*

5. EXPANSION

Students begin to read a variety of materials in their original form.

Reading becomes a technique. Students learn to scan for information and to extract major ideas and arguments.

Material is chosen for the purpose of developing the student's aesthetic appreciation, imagination, and powers of judgment and discriminative reasoning.

Students would be expected to express themselves in simple correct French.

6. AUTONOMY

Students reaching this stage are encouraged to pursue an independent reading program in which they can explore special interests.

C. SUGGESTED ACTIVITIES

1. Ask students to read sentences printed on flashcards and answer questions.
2. Project a transparency of a reading passage. Show the lines sequentially and discuss each for meaning. Lines may be numbered for quick reference.
3. Ask students to rearrange a series of scrambled sentences into a logical paragraph.
4. Ask students to paraphrase a reading passage.
5. Ask students to find specific information in a French newspaper such as the name, address and services advertised by a specific agency.
6. Show the first four lines of a passage on an overhead. Then ask students to formulate questions to which they expect answers in the completion of the passage. The questions are written on the board, and after the reading is completed, the answers to the questions are discussed.
7. Ask students to read a story without an ending and try orally to make up an ending which is consistent with the story.
8. Ask students to read a passage and supply a suitable title.
9. Ask students to read a passage and then list three important facts, ideas, or events contained in it.

10. Ask students to formulate their own questions on a reading selection and call on other students to verify comprehension.
11. Give students a comic strip with eight to ten frames with each alternate frame containing a dialogue and the others left blank. Students are asked to create a meaningful dialogue by providing suitable utterances for the blank frames.
12. Ask students to summarize a selection. Write key words on the board to help beginning students.
13. Ask students to draw a picture which illustrates what they had read.
14. Provide a checklist for discussion and ask students to discuss and review selections read with other students.

IV. WRITING

A. BASIC CONSIDERATIONS

Writing can be defined as a graphic representation of sound combinations; it is an abstraction with an arbitrary relationship to the sounds and thoughts it represents.

Writing is often considered to be the most difficult of the language skills. Many people tend to be very critical of errors in spelling and written errors in grammar.

Development of the writing skill is interrelated with the other skills as writing requires that students read or see what they are writing, often pronounce what they are writing, and during dictation transcribe what they hear. Development in listening, speaking and reading lays the groundwork for development of the writing skills.

An early introduction to writing is suggested in order to help bypass the fact that many students invent their own spelling system in an attempt to "retain" the text they are hearing. In addition, writing tends

to increase retention and makes available a source for later reference. In addition, it provides students with physical evidence of their achievements and becomes a means by which they can measure improvement. John B. Carroll indicates that "materials presented visually are more easily learned than comparable materials presented aurally".³ It can be suggested that writing contributes to a visual presentation. Another fact in verbal learning from the same source is as follows:

"The more numerous kinds of association that are made to an item, the better are learning and retention. Again this principle seems to dictate against the use of systems of language teaching that employ mainly one sensory modality, namely, hearing".⁴

Before introducing students to writing, be sure that the students are able to hear the sounds of the French and to pronounce them aloud when they see them. Also, they should have a basis in vocabulary, and be able to comprehend the grammatical structures that they will be using in writing.

B. STAGES OF WRITING

Rivers identifies five stages of writing in a systematic development of the writing skill.

1. COPYING

Students copy written models as a means to learn some of the conventions of the language and as a means of overcoming the interference of native language habits.

3. John B. Carroll, "The Contribution of Psychological Theory and Educational Research to the Teaching of Foreign Languages," in *Trends in Language Teaching*. A. Valdman, et. (New York: McGraw-Hill, 1966, p. 105).
4. Ibid., p. 105.

2. REPRODUCTION

Students reproduce in writing (without copying) work learned orally and then read.

Firstly, students reproduce material they have copied. Then, students reproduce in dictation sentences that have been memorized, read and copied.

3. RECOMBINATION

Students reproduce with minor adaptations work learned orally or read. Actual recombination should involve only known elements.

Writing at this stage requires an ability to manipulate grammatical structures and a knowledge of the intricacies of representing graphically what the student is required only to recognize in reading. Generally, students would be required to make one change at a time.

4. GUIDED WRITING

While writing at this stage is highly structured and teacher-directed, students will be given some freedom in the selection of lexical items and structural patterns within the limits of their knowledge of the language.

5. COMPOSITION

At this stage, students select vocabulary and structures to express personal meaning.

It is suggested that students concentrate on developing a simple, lucid form of expression that would be acceptable to a native speaker.

C. SUGGESTED ACTIVITIES

1. Ask students to copy sentences or segments of work learned orally. The student repeats to himself what he is writing.
2. As an aid to memorization, ask students to copy and repeat a phrase, then repeat the phrase several more times without reference to the script.
3. Ask students to reproduce without a copy, sentences that they have learned to copy.
4. Ask students to write dictations based on utterances learned orally or to concentrate on the spelling of difficult words through spot dictation.
5. Give spot dictations to focus on important grammatical points: tense endings, sounds and adjective agreements.
6. Ask students to write a learned phrase in response to a question that the teacher is asking or as a description of a picture he is showing.
7. Ask students to unscramble words, individual sentence or sentences in a dialogue or narrative and to think of the meaning being reproduced.
8. Ask students to write out structure drills, expanding, contacting and transforming sentences or substituting words within the limits of learned work.
9. Ask students to write out recombinations of sentences centering around a theme provided by a visual or a series of visuals. The theme must represent a situation for which the students have learned vocabulary and structures.
10. Ask students to write dictations which recombine dialogues and narratives learned previously.
11. Ask students to complete sentences where part of a sentence or series of words provides the cue establishing the structure to be used: replacement, expansion, substitution.
12. Ask students to answer questions on a text that they have either read or heard, using a previously read story as a framework.
13. Ask students to rewrite a story by changing the time, person, or varying the settings or personalities.
14. Ask students to write a paragraph or a story from an outline presented or from a list of key words.

15. Ask students to write descriptions, narratives and summaries of work read or discussed orally.
16. Ask students to write personal or business letters after learning the appropriate conventions.

V. CULTURE

A. BASIC CONSIDERATIONS

Several definitions have been advanced to describe culture. Culture may refer to a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy. Culture may also refer to the behavioural patterns or life styles of people. According to Edward Allen and Rebecca Valette, the study of behavioural patterns and life styles would focus on when and what people eat, how they make a living, the way they organize their society, the attitudes they express toward friends and members of their families, how they act in different situations, what expressions they use to show approval and disapproval, the traditions they must observe and other elements.⁷ Allen and Valette present the view that the above two definitions are interrelated and linked by a set of commonly shared values and cultural themes.

As culture is a complex and dynamic phenomenon, Allen and Valette suggest that each country possesses a myriad of subcultures and that the international expansion of technology and communication creates rapid transformations in daily life patterns. For instance, it can be intimated that no one Canadian culture exists but rather that several versions of Canadian culture make up this country ranging from rural to suburban, from French to English, from blue-collar to white-collar, from teen to elderly and so on.

7. Edward David Allen and Rebecca Valette. *Classroom Techniques: Foreign Languages and English as a Second Language*, New York: Harcourt Brace Jovanovich, Inc., 1977, page 325.

In preparing cultural activities, teachers might aim at increasing awareness of the French culture; stimulating student interest in the study of the second language; developing student's ability to function in the French culture; and establishing an understanding of linguistic and cultural referents, cultural values and attitudes.⁸

One of the most important concepts that students should develop in their study of a second culture is that people respond to life's needs in a variety of ways. One way may work best for some Canadians, alternate ways may be accepted by other Canadians and other peoples may adopt different means to deal with life's needs.

Allen and Valette caution teachers to avoid generalization from too little data. To quote:

"It is essential, therefore, to discuss the way people live in big cities as well as in small country villages, the reactions of young people and those of their elders, the points of view of different ethnic groups, the attitudes of people in different socio-economic strata and in different regions."⁹

B. SIX MAJOR THEMES IN CULTURE

According to Anthony Papalia, six principal themes emerge in the study of culture:¹⁰

1. CONVENTIONALITIES

The assumption proposed is that no right or wrong way exists in handling conventionalities; there are only different ways.

8. Ibid., page 326.

9. Ibid., page 327.

10. Anthony Papalia. *Learner-Centered Language Teaching: Methods and Materials*. Rowley, Massachusetts: Newbury House Publishers Inc. 1976. Pages 120-122.

In dealing with conventionalities, students would be expected to recognize and identify appropriate reactions of members of a culture in specific social situations and to understand the concept of a way of living.

Papalia suggests several topics for comparative analysis:¹¹

- | | |
|-------------------------------------|------------------------------|
| 1. Greetings | 11. Vacation |
| 2. Introduction | 12. Holiday and celebrations |
| 3. Farewells | 13. Parks and playgrounds |
| 4. Patterns of politeness | 14. Vacation areas |
| 5. Eating | 15. Movies and theatres |
| 6. Shopping | 16. Telephoning |
| 7. Travelling | 17. Dating |
| 8. Public and professional services | 18. Attitudes toward time |
| 9. Sports and games | 19. Norms of discipline |
| 10. Hobbies | |

2. ROLE OF THE FAMILY IN SOCIETY

The assumption in this theme is that traditions influence cultural behaviour.

In the study of this theme, students would be expected to recognize, distinguish, and interpret the basic structure of family units, and to identify interrelationships between the family structure and education, religion, government, and economics.

Topic of study would include:¹²

11. A. Papalia, page 120.
12. Ibid., page 121.

- a. Stability of the family.
- b. Relationship of family members to each other, and to persons outside the family.
- c. Participation of members of the family in the life of society.
- d. Effects of the family structure on education, religion, government, and economics.

3. ROLE OF EDUCATION IN SOCIETY

The assumption proposed is that formal and informal education is a vital part of society.

Objectives in this category would be to identify and to interpret the value of education to the individual; to recognize and interpret the relationship between student and teacher; to analyze interrelationships between church, state, and education; and to recognize the role of extra-curricular activities.

Topics for comparative analysis include:¹³

- | | |
|--------------------------------------|--|
| a. Types of schools | e. Roles of church and state in education |
| b. Curricula | f. Teacher-student relationships |
| c. Composition of student population | g. Participation of students and teachers in student |
| d. Attitudes toward learning | h. Government and other school activities. |

13. Ibid., page 121.

4. ROLE OF GOVERNMENT IN SOCIETY

The assumption proposed is that students should be aware of the existence of forms of government and their functions.

5. INFLUENCE OF GEOGRAPHY, CLIMATE, AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY

The assumption made is that the life styles in a country or region are affected by the geography, climate and natural resources.

In studying this theme, students would be expected to:

- a. acquire specific facts about the geography, climate, etc.,
- b. identify the social and economic life of a particular region,
- c. analyze facts and formulate a concept of the way of life.

Topics would include regionalism, crops, industry, work opportunities for men, women and children, and the economic levels of society.

6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES

The assumption proposed is that students should develop a knowledge and if possible, participate in the art, music, dance, literature, and folklore of the second language culture.

Students would be expected to develop an understanding of architecture and art and their interrelationships with economic status and aspirations, available resources and climate and the religious feelings of members of the culture.

C. SUGGESTED ACTIVITIES

1. Create a "cultural island" in the classroom by bringing to class and decorating the room with objects that students can see, touch, smell

and taste: advertisements, announcements, coins, tickets, perfume, candy, bread and regional and holiday specialties.

2. Use films to introduce specific concepts followed by comparison and contrast with local customs. Also, ask students to watch out for culturally significant body language: gestures, handshakes, embraces, facial expressions.
3. Arrange visits to agencies and regions in the province where French is spoken.
4. Invite resource personnel to the classroom to speak on certain themes.
5. Ask students to make a collage on cultural topics such as family and foods. Ask students to describe the collage and summarize the ideas that the pictures convey.
6. As holidays occur, give information as to how that holiday is celebrated in French-speaking regions in Canada, in France, and in other French-speaking countries.
7. Make cultural comments when introducing new vocabulary.
8. Assign reports, projects and map work. For instance, students could be asked to report on the way of life, principal occupations and staples in people's diets in various French-speaking countries.
9. Assign to students questions that require library research.
10. Ask students to look for pictures in French magazines which describe aspects of the cultures of French-speaking countries.
11. Show teacher or student-made slides which are useful teaching devices to bring an element of personal experience.
12. Present culture capsules which are small units of cultural material that present some aspect of the French way of life.
13. Demonstrate or have students demonstrate an item of French cuisine.
14. Play French songs during class changes or during unassigned time.
15. Teach certain French songs. Suggested guidelines are:
 - a) Have students listen to the song.
 - b) Give the text of the song to students who have had reading experience.
 - c) Explain the theme and any difficult words.

- d) Have the students read or repeat the song aloud.
- e) Ask the students to sing the song by following the song played on the record or ask students to listen to the song again.
- f) Discuss the theme and the language used in the song at an intermediate or advanced level.
- g) Compare the song to songs which are often listened to by the youth in your class.

16. Demonstrate the various levels of language by the use of tapes or by reading various texts.

Celebrate Noel, Le Carnaval de Quebec and Les Temps des Sucres with your students.

Organize an exhibition of French paintings, posters, magazines or artifacts.

Ask students to select a particular area of a French-speaking country or region on which they will do research throughout the year. Some of the topics that could be included in such a research are:

Geography

Major cities

Industry and products

Government

Education

History

National heroes

Arts and crafts

Sports

Politics

Holidays and festivals

Food and/or cuisine

Transportation

Minority groups

Climate

Money or currency

Stamps

Etiquette/manners

Flag and national anthem

Housing

The role of the family

Religion

Regional costumes

Folklore and superstitions

Leisure-time activities

Weddings and ceremonies

Tourism/travel

Marketing, shopping

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A GUIDE TO EVALUATION IN THE FRENCH PROGRAM
(preliminary edition)

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TABLE OF CONTENTS

INTRODUCTION

EVALUATION AND TESTING

Introduction	97
Purposes of testing	97
The teaching for mastery model	97

TYPES OF TESTS

Aptitude tests	98
Progress tests	98
Achievement or Proficiency tests	98
Tests of cultural awareness and attitude	98

IMPORTANT FACTORS IN PREPARING OR SELECTING TEST INSTRUMENTS

Validity and reliability	99
Global and discrete point test items	99
Mixed skill and single skill test items	99
Linguistic competence and linguistic performance	100
Normative and criterion-referenced tests	100
Coverage and economy	101

CRITERIA FOR AN EFFECTIVE EVALUATION 101

TESTING PROCEDURES

Introduction	104
Tests of linguistic competence	104
Tests of communicative performance	105
Testing cultural attitude and awareness	105

SAMPLE TEST ITEMS

Test item construction	106
----------------------------------	-----

TESTS OF AURAL COMPREHENSION 107

Phonemic discrimination (single word items)	108
Phonemic discrimination (longer speech sequences)	109
Items requiring understanding (closed responses - presence or absence of a feature)	110
Items requiring understanding (multiple choice-construction)	111
Items requiring understanding (selecting a response to a question)	113

Items requiring understanding (reaction to a conversation overheard)	113
Items requiring understanding (participating in a telephone conversation)	114
Items requiring understanding (visuals as alternatives)	114
Items requiring understanding (single word or short utterance responses)	117
TESTS OF ORAL PRODUCTION	
Testing linguistic competence - phonology	118
Testing linguistic competence - morphology	119
Testing linguistic competence - syntax	119
Eliciting complete sentences - interrogative forms	120
Eliciting complete sentences - statements	120
Eliciting a specific tense	121
Testing Communicative Performance	123
Types of communication tests	123
Testing communicative performance - picture sequence narrative . . .	124
Testing communicative performance - dialogue stimulus	125
Testing communicative performance - conversation algorithm	127
Testing communicative performance - interview approach	127
Testing communicative performance - interpreting	128
TESTS OF READING	
Testing reading - decoding	129
Testing reading - reading for meaning	130
Testing reading - constructed answers	131
Testing reading - cloze tests	131
TESTS OF WRITING	
Testing writing - linguistic competence	133
Written tests of communicative performance	134
Written tests of communicative performance - picture-based tests . .	135
Marking written work	135
TESTING CULTURE	136
Testing culture - attitude assessment	138

TESTING, GRADING AND REPORTING

Marking the tests	139
Continuous assessment and record keeping	139
Reporting to parents	142
Error analysis	143
BIBLIOGRAPHY	144

A GUIDE TO EVALUATION IN THE FRENCH PROGRAM

Introduction

The following statements are all suspect from a pedagogical point of view. In the pages which follow, each point will be discussed to a greater or lesser degree. You might like to read them through as a form of pre-test. In case you question any of the statements, the author has heard every one of them at one time or another, perhaps not in those exact words.

1. "I only test my kids' oral production once a year at the end of the term. It just takes too long to do."
2. "A dictée is really a good test of their listening ability. The only thing that I don't understand is why only the best ones get good marks."
3. "The principal said that I should use the test that M. Letourneau made up last year. He said that it didn't matter if we changed the texts in the meantime."
4. "I don't understand it. John got such a good mark on his audio discrimination test and in his oral test, but when he has to talk to people outside he just doesn't seem to understand what they are saying."
5. "Miss Jones says that you should repeat the questions several times. They get better marks."
6. "It's so hard to test culture. My teacher had us mark all the rivers of France on a map and match the titles of books with their authors. I just don't bother."
7. "You don't suppose that I should have our tape recorder fixed do you, before we have the listening comprehension test? Miss Jones next door doesn't even bother to use one. She reads all the statements to her class. Maybe that's why her kids get better marks."
8. "I asked the principal to move us to another room for the aural test because the workmen are redoing the wall next door, but he says that it doesn't matter because the other classes are doing their test in the gym while the grade sevens write math, so it will even out."
9. "Miss Jones. I hear that you are letting your students take your unit tests until they get a good mark on them. How am I going to be able to tell the parents where their child stands in the class if you do that?"

10. "It will be easy to mark the tapes that the students make because the student's tape recorder will copy both the question and the student's answer."
11. "It was embarrassing when Johnny's mother came to the school. I was waiting until November to give my tests. She said that he had done really well on the test in Science, and why wasn't he doing as well in French."
12. "I heard all about a new type of communication test at the teachers' in-service last week, and I'm going to try it on the exam tomorrow."
13. "Do you know what those wretched children wanted? They wanted the instructions written in English. I asked them what language they thought we were studying."
14. "I always make up a totally new exam every time. That way they can't get any help from their older brothers and sisters."
15. "They just did terribly on that last test. Not a single one of them could conjugate 'être'. Well, we'll just have to go on anyway."
16. "Am I ever glad to be finished marking those exams. It's a good thing that I don't ever have to look at them again."

EVALUATION AND TESTING

Introduction

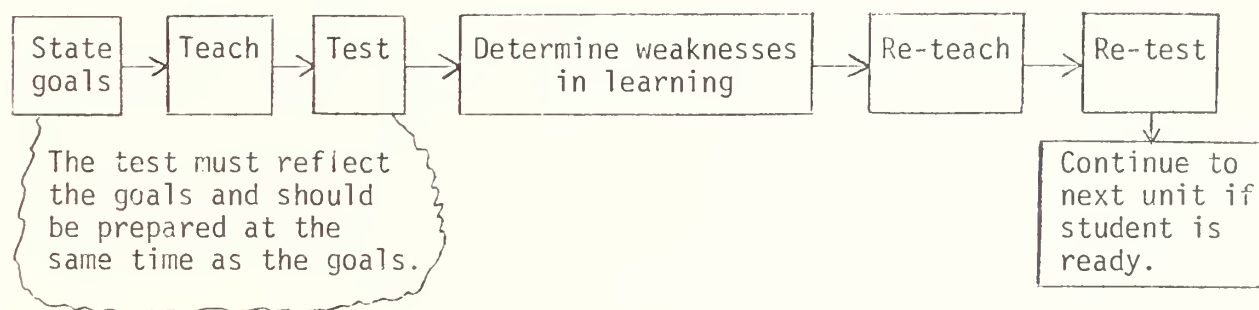
In this discussion, 'testing' will be used to refer to the process of determining how well the student has mastered the content of the program. 'Evaluation', on the other hand, will be used to describe the end result: an assessment of the effectiveness of the teacher and of the French program itself.

Purposes of testing

1. To provide input into the evaluation.
2. Diagnosis of individual or group weaknesses, deficiencies, or errors in understanding.
3. Review of materials already learned.
4. Selection, grouping, and placement of students.
5. Determining whether or not students are ready to proceed to the next level of work.
6. Practice in taking tests.
7. Motivation or incentive for increased effort on the part of the student.

The Teaching For Mastery Model

In planning an effective instructional sequence, the following model should be kept in mind.



TYPES OF TESTS

Modern language tests commonly are divided into aptitude tests, progress tests, achievement or proficiency tests, and tests of cultural attitude and awareness.

Aptitude Tests

Aptitude tests attempt to give an indication of how successful a student will be in learning a second language. Used alone they may give a faulty indication, since they do not measure student attitude to learning a second language, but rather the extent to which he possesses the skills which are felt to be necessary. This problem may be overcome to some extent by taking into account as well student progress in subjects such as English, Science, Mathematics, and Social Studies. Aptitude tests have little application in most language programs in Alberta except in those cases when it may become necessary to select a certain number of students for a specific language program, or when it is desired to match experimental and control students for research purposes.

Progress Tests

Progress tests are usually based on a specific text or program and are usually given either at the end of a unit or at the end of a term. While they are most frequently teacher-made, publishers are beginning to include them as one component of their French programs. It is this type of test with which we are most concerned in the present discussion.

Achievement or Proficiency Tests

Achievement or proficiency tests are not based on any specific French program, although they may take the content of several programs into account. Achievement tests look to the past history of the student, and attempt to determine where he stands in relation to other students who have followed different programs. The tests which have been and are being developed by Alberta Education in the field of French are examples of such tests.

Proficiency tests, on the other hand, look to the future. These tests are often used as placement tests to determine the level at which a student should be placed when he moves to a new school, or they may be used as an indicator of the student's ability to carry out certain types of tasks in job situations which require the use of the language which he has studied.

Tests of Cultural Awareness and Attitude

If we accept that the student with an integrative motivation toward the people whose language he is learning will learn the language more effectively, then we need to have some idea of the strength of this motivation. More important, it is helpful to be able to measure the extent to which this attitude is changing as a result both of the French program and of other factors. This is the role of tests of cultural attitude and awareness.

IMPORTANT FACTORS IN PREPARING OR SELECTING TEST INSTRUMENTS

For the following discussion to be meaningful an explanation of certain terms pertaining to test instruments and their use may be necessary. Many of these terms may be considered as pairs.

Validity and Reliability

A test item or instrument is said to be valid if it measures what it is supposed to measure. To take an example, a gallon jug would not be a valid instrument for measuring wheat, while a bushel measure would be, even though the two instruments appear similar.

A test item or instrument is said to be reliable if it will produce essentially the same results every time it is used, assuming that no further learning has taken place and that there has been no forgetting. To use the examples just given, in their respective fields, both the gallon jug and the bushel measure should measure a gallon or a bushel accurately time after time.

Global and Discrete Point Test Items

A test item may be global in nature when it measures a combination of several very specific skills. For example, when the student is asked to respond to the question, "Quelle heure est-il?" with a complete sentence answer, we are assessing his aural comprehension, his ability to tell time, his ability to count in the second language, and his grasp of the sentence structures involved. Depending on our grading system we may also choose to evaluate the quality of his pronunciation.

A discrete point test item focuses on a single aspect of the language system. For example, we may ask the student to read aloud the sentence "Il y a une plume brune dans la rue." and in grading the response we would focus only on the student's pronunciation of the Phoneme (y) as 'une'. Errors in other aspects of his pronunciation would be ignored, at least for the moment.

Mixed Skill and Single Skill Test Items

One of the more popular test items is one in which the student hears a statement or is asked a question, and then is asked to look at his answer book to find the printed statement which is the best response. The test is considered to be a test of aural comprehension, but because the student has to read the possible alternatives, the test is actually one demanding two skills, listening and reading, as a result of which it is classed as a mixed skill test. If the student is unable to read, he would be unable to pass the test even though his aural comprehension were faultless.

A single skill test item attempts to require only one skill on the part of the student. In a test of phonemic discrimination, i.e., the ability to tell whether or not two words which the student hears said aloud are the same word repeated twice or two totally different words, the student is being asked to deal only with one skill at a time. This type of skill-testing approach is more appropriate in the early stages of a French program or for use in diagnostic situations.

Linguistic Competence and Linguistic Performance

Linguistic competence is the ability of the student to demonstrate understanding of specific language skills. Linguistic performance takes place when the student combines these skills in a communication situation. In the example "Quelle heure est-il?", the student's ability to use the appropriate intonation in asking the question is an example of linguistic competence. The fact that he can use the question to derive information in the appropriate situation is an example of linguistic performance.

Normative and Criterion-Referenced Tests

Norm-referenced tests assume that the students' results can be distributed in some fashion so that in large numbers their results will follow a normal statistical curve. In the case of standardized tests, these norms will be available in the manual that accompanies the test. In the case of teacher-made tests, the teacher will have to work out the distribution of letter grades. The purpose of such tests is to determine where the students stand in relation to each other on the basis of their work. Such tests are usually administered on a once a term, or once a year basis usually for the purpose of reporting. Students are then allowed to continue, even if their marks are occasionally quite low.

Criterion-referenced tests, on the other hand, are tests in which the student must attain a specific level before being allowed to continue. A driving test is an example of such an examination. In the ideal situation, the student works with the material until he can pass the criterion. As a result, failure at the upper levels is rarer, and motivation is higher. Criterion-referenced tests may be administered whenever the student feels that he is ready.

There is another major difference in the test items themselves. In the norm-referenced tests, items which everyone gets correct or which everyone gets wrong are eliminated. Desirable items are those which a few, some, or a great many, but not all of the students get right. It is this factor which allows students to be distributed along a continuum. In the criterion-referenced test on the other hand items which everyone gets wrong are eliminated, since they reflect failure of the test to match the program goals. Desirable items are those which match program goals. It is also important that all program goals be tested in some form or other, because the purpose of the test is not reporting or feedback, but to determine whether or not the student is ready to continue. The test does constitute feedback to the extent that the student and teacher are made aware of the fact that the student has

arrived at a certain stage in language learning.

Coverage and Economy

These two are the final factors that we shall consider. They are more independent than the others which have been discussed, but are related to the extent that a test which covers all the goals of the program may turn out to be somewhat expensive to administer in terms of material, staff time, and pupil time. The danger then is that the testing of a particular skill may demand such a complicated or expensive (in terms of time) testing process that the School System or the teacher may be tempted to place the major emphasis on something that can be tested with a paper and pencil instrument. The end result will be a shift in the priorities in the program itself.

For the reasons just given it is important that an evaluation program examine all four skills. In addition, the emphasis placed on each skill in the tests should reflect the importance attached to that skill in the statement of program goals.

CRITERIA FOR AN EFFECTIVE EVALUATION

In planning an evaluation of the school's French program and in planning the actual tests, the following points should be kept in mind:

1. The weight given to test items which assess various language skills should reflect the importance attached to these same skills in the program's objectives. The distribution of marks among the various skill-testing items should also take into account the time spent in developing each skill and concept during the past term.
2. In order to help to ensure that each test item measures exactly what it is supposed to measure (see Validity on page 4) the emphasis in each item should be on a single skill or concept. This is especially important if at some later date the results of the question are to be used for diagnostic and remedial purposes.
3. The student must not be penalized for failure to understand the test's directions. If problems in comprehension will occur in using the second language to give instructions for each test item, then the student's first language should be used. It is also important that the instructions, even in the first language, be clearly understandable.

If possible, to avoid problems such as those just described, try out the test instructions on a student from another school, or at least on a colleague. Ask for feedback as to problem areas. If this is not possible, put the test away for two weeks, then re-read it yourself to see if it still makes sense.

4. In planning the actual test format, arrange the items in increasing order of difficulty. This allows the student to get to the questions which he can answer correctly while he still has confidence. In addition, ensure that students have enough time to complete the test. Bright, highly-motivated students are particularly upset when they find that they have insufficient time to complete questions to which they know the answers.

5. Testing areas and conditions should be set up in such a way as to ensure that results obtained from the same test given in different classrooms will be reliable. In particular, the equipment used for aural comprehension tests must be of good quality from the point of view of sound reproduction. 'Muddy' sound results in unfair comparisons between both classes and students. It is grossly unfair to administer the same test in two different classrooms using a good quality machine in one and poor equipment in the other.

In addition, the space used for testing aural comprehension must be as free from extraneous noise as possible. External noise conveys an unfair advantage to those students seated near the tape recorder. Ideally all students should have equal access to good quality sound during taped tests. If a good language laboratory is available, this will provide an excellent solution to the problem.

6. Tests should be administered at fairly frequent intervals during the term, since an individual's scores will give a more reliable picture over time than when obtained on a one-shot basis at one or two times during the term. Short, frequent quizzes (given once or twice a week) will ensure that students keep up with their work, but more important, and this is their main purpose, the results from such quizzes will indicate to the teacher and to the student those areas which have not been thoroughly mastered, and which require further attention. The teacher should not take class time to mark quizzes, since this practice usually creates discipline problems. In addition, the teacher must be aware of the specific problems being encountered in order to plan appropriate remedial instruction.

7. In tests of oral production it helps if the student's response can be tape-recorded. In this way, the tape may be replayed several times and marked for different skills, something which is virtually impossible for even a thoroughly tested evaluator to do while listening to a student. The tapes may also be marked over a period of time thereby allowing the evaluator to stop when tired. The tapes will also be available for comparison purposes at a later date.

Since tape recorded testing only requires a sympathetic but reliable person to start and stop the machine and measure the elapsed time, at least for most types of tests of oral production, this task can be carried out by a teacher's aide, parent volunteer, or student from another grade level, freeing the teacher to continue work with the rest of the class.

It is appreciated that this might not be possible in some schools, but the advantages of tape recording student responses should be considered. Where a language laboratory of the audio-active type is available, an entire class may

be tested at one time. The only caution here is that the individual booths must be checked very carefully to ensure that they are functioning, and the tapes checked immediately after to ensure that the student's answers were recorded.

8. While oral production takes a long time to test, in most programs this is a high-priority skill. For this reason, tests of this skill should include testing strategies which will elicit a fairly large amount of oral speech in the second language which, if tape recorded, can then be analyzed from different points of view.

TESTING PROCEDURES

Introduction

Tests in second languages may be thought of as comprising three major areas:

- a) Linguistic competence
- b) Communicative performance
- c) Cultural and affective awareness

Within each of the major areas there are the obvious sub-divisions which themselves may be tested either individually or in group tests using pencil and paper strategies.

Tests of Linguistic Competence

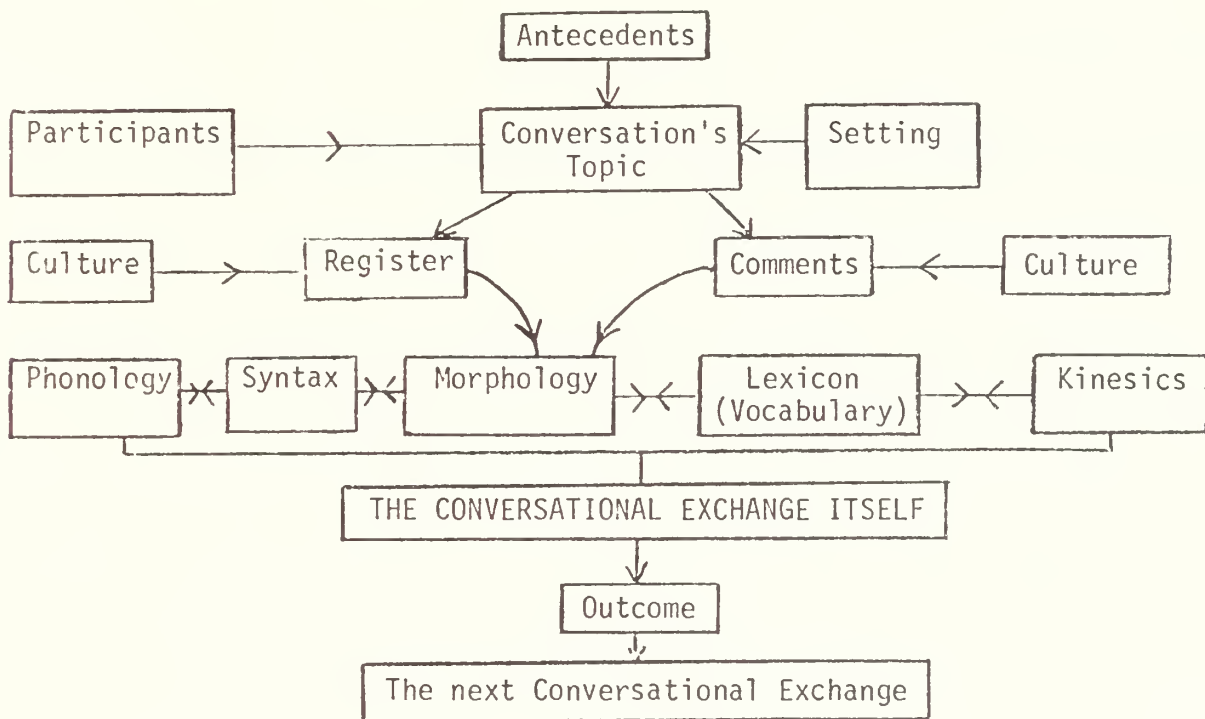
Tests of this nature attempt to determine the extent to which the student has mastery of specific linguistic concepts, such as sentence structure, phonemic contrasts, and vocabulary. These tests usually take the form of discrete point tests, tests of each building block as it were. The various categories involved may be outlined as shown on the chart below (D.P. Harris. Testing English As a Second Language, p.11)

Component Content	Language Skills			
	Listening	Speaking	Reading	Writing
Phonology/ Orthography				
Sentence Structure				
Vocabulary				

Tests of Communicative Performance

These tests attempt to determine how well the student can use the language to understand and to impart information. As a result, they will be more global in nature, since even the simplest linguistic interchange is an extremely complex affair, as the accompanying table shows.

The Life Cycle Of A Conversational Exchange



In the past we have been more successful with tests of linguistic competence than we have been with communication-type tests. In the diagram above, each of the individual components may be thought of as a testable item, while the communication event involved implies the totality expressed by this diagram, in other words a real life situation. Essentially, then, communicative performance is the ability to obtain or impart information, to express feelings, or to relate to others in a verbal fashion. Obviously cultural awareness and attitude will form a part of this totality, since cultural offence will nullify the communication process depending on the degree of seriousness of the problem involved. Testing cultural attitude and awareness is a separate problem which will be discussed below.

Testing Cultural Attitude and Awareness

The testing of culture involves two distinct categories: cultural knowledge or understanding, and cultural attitude. The former is essentially

cognitive, while the latter is affective in nature. The former can be tested fairly easily, while the latter can only be determined accurately on the basis of observation, and that over time. It must be admitted that there are attitude tests which give an indication of growth over time, but these are most effectively used as indicators of group attitude change rather than change in the individual.

SAMPLE TEST ITEMS

Test Item Construction

Test items may be divided into several types. Once the rationale for each of these is understood, it is easy to create a suitable item to test a specific skill. Briefly, these types are as follows:

1) closed vs. open-ended.

A closed item provides the student with several alternative responses from which he is to choose the most suitable, whereas in an open-ended one the student himself provides the most appropriate response. It should be noted, however, that an open-ended item may be constructed in such a way that there is only one correct response possible.

2) Little selection vs. considerable selection

Open-ended items, as just mentioned, may provide essentially no freedom of choice, or may permit a great deal of variety in the answer format. The former is more true of tests of linguistic competence, while the latter is more often found in communication tests. An example is given in the following illustration.

Little control over content and format	←————→	Considerable control over content and format
e.g., Comment as-tu passé tes vacances?		e.g., Quelle heure est-il?
<u>response</u>		<u>response</u>

Open-ended questions may control for format, but not for content, and vice versa. Alternatively, as indicated above, they may control for both content and format or for neither.

On the following pages will be found samples of different types of test formats. The purpose of each type is given followed by an example, usually in the form of the directions for the question and an example question 0 which would be used to show the student how to do the question. Finally,

some important points to notice about the type of question under consideration will be made.

These sample questions are presented solely to give some idea of the range that is available. For a very detailed discussion of the different types of questions as well as a thorough discussion of testing and evaluation, the teacher is referred to the book by Rebecca Valette mentioned in the bibliography.

TESTS OF AURAL COMPREHENSION

Tests of aural comprehension may be divided into two types: those which merely require the student to demonstrate the ability to discriminate between two phonemes and which therefore do not require the ability to understand what is said (although this helps), and tests which require such comprehension. Both types of test are outlined below, with detailed examples:

1. Tests requiring phonemic discrimination only :
 - a. The phonemes are imbedded in a single word.
 - b. The phonemes are imbedded in a longer speech sequence.
2. Tests requiring understanding of what is said - closed tests:
 - a. Indicating the presence or absence of a grammatical feature.
 - b. Multiple choice
 - i. The construction of a multiple choice item
 - ii. Response to a question
 - iii. Reaction to a conversation overheard
 - iv. Selection of appropriate dialogue lines in a telephone call or other conversation
 - v. The use of visuals as the multiple choices.
3. Tests requiring understanding of what is said - constructed responses :
 - a. Non-verbal performance of the statement contained in the test item
 - b. Single word response
 - c. Sentence response.

Examples of each of these test items are given on the following pages. The teacher is reminded that these are sample formats only, designed to show the teacher how to construct similar items more appropriate to the teacher's own class.

1a. Phonemic discrimination - phoneme imbedded in a single word

In this and in the other samples, the appropriate instructions from the student's question paper will be given as well as a section from the answer sheet.

Directions: You will hear three words one after the other. If all three are the same word merely repeated three times, circle the number 1 beside the question number on your answer sheet. If one of the repetitions is a different word, circle the number 2.

e.g., In question one the student might hear the following:

"roue, roue, roue." and he would mark his answer sheet as shown -

In question two he might hear:

"bu, bu, boue." and he would mark his sheet -

1.	①	2
2.	1	②

Points to notice

1. If the student cannot read in the second language as of this point, any examples will have to be given orally, preferably using a male and a female voice to make clear what is instruction, and what is test item.
2. Meaning is not involved in any way in this question. To this extent, then, it is a fairly 'pure' question. If the student can distinguish between the phonemes, he will be able to do the question.
3. Instructions are given in English which helps to ensure that the student will be able to do the question provided only that he has the necessary skill to do so.
4. In the field of auditory discrimination this is the simplest test form, since we are dealing with short segments of sound in what is essentially a minimal-pair situation (i.e., two words which differ in meaning only because of a single phoneme).
5. There is little or no demand made on aural memory. If it is desired to introduce this aspect, the following format should be considered.

This format retains the simplicity of the single word, but requires the student to indicate which of several repetitions is the one that is different from the others.

Directions: You will hear three words one after the other. If all three are the same word merely repeated three times, circle the number 4 beside the question number on your answer sheet. If one of the words is different from the other two, circle its number.

Question

1. 1 2 3 4

2. 1 2 3 4

In question one the student will hear the following:

"1. roue, roue, rue." and he would circle -

In question two he would hear:

"2. bu, bu, bu." and he would circle -

1. 1 2 ③ 4

2. 1 2 3 ④

1b. Phonemic discrimination - longer speech sequences

If the phonemic difference is imbedded in sentence-length utterances the pressure on the student is much greater, because he must rely on auditory memory to a much greater degree. If he does understand the meaning of the sentence, his problem is made that much easier. As a result, this type of format may be regarded as a transition between the ones just given, and those which follow. The actual item might appear as follows:

Directions: You will hear a man's voice read a sentence. You will then hear a woman's voice read three sentences, one of which will be the sentence that the man read. Circle the letter following the question number which corresponds to the sentence which the man read. For example, you will hear:

C'est un bel été.

If the students can read then the example can be printed.

You will then hear a woman's voice saying:

a. C'est un bel état.

b. C'est un bel été.

c. C'était un bel été.

See the note above.

You would mark your answer sheet as follows:

<u>Question</u>
1. a b c

Since 'b' was the answer that matched what the man said.

Points to notice

1. The item relies heavily on the student's ability to remember what he has heard. To the extent that he understands the meaning he will be able to answer the question. It is virtually impossible to answer this question without understanding the meaning, hence it is strictly speaking not a pure test of phonemic discrimination.
2. It is essential to have two completely different voices for the directions and the examples, as well as the question numbers and the items themselves.
3. If the student cannot read the examples given in French, it is especially important that the teacher ensure that the directions given orally are understood, since this question is much more difficult than those which preceded it. It should be noted that if the choices themselves are given in printed form, then this becomes a test of reading as well.

2a. Items requiring understanding - closed responses - indicating presence or absence of a feature

The tests which are given below differ from the items just described, in that to do them successfully the student must comprehend what is being said. At the same time, these tests still rely on a single sound difference. As a result of this insistence on two skills they are regarded as 'mixed' tests.

Tests such as these may be used to determine the student's ability to differentiate between verb tenses, persons, and gender and plurality. Their purpose is to determine the extent to which he can make use of the important sound signals in the conveying of meaning.

Directions:- You will hear a series of sentences. You must decide whether the sentence that you hear talks about one person or more than one person. If the sentence talks about one person, circle the number 1 on your answer sheet. If it talks about more than one, circle the / sign. For example you might hear:

Ils finissent les leçons.

More than one person is involved so you would mark your answer sheet as shown below.

Question

1. 1 (✓)

The same type of test format may be used with masculine and feminine signals, for example:

Mon amie est grande.

Question

1. M (F)

The actual instructions would be similar to the question shown at the top of the page.

All the items given above are appropriate only in the beginning stages of language learning. By the end of level one their use should no longer be necessary, since it is assumed that beyond this point the student is able to make all the necessary phonemic distinctions. From this point on this type of test item should be used only for diagnostic purposes.

2b i. Items requiring understanding - Multiple choice - Construction

The most common type of aural comprehension test requiring actual comprehension is the multiple choice format. The options open to the student may be given in oral form, or if the student knows how to read without any difficulty the answers may be printed. The teacher must be very sure that reading problems will not interfere with the student's ability to answer the question. If there is the least doubt, the answers should be read aloud on the tape as well as printed on the answer sheet. If the answers are only read aloud, and not printed, there is the danger that the test becomes one of auditory memory.

A multiple choice test is usually constructed in the following way:

A question is asked, or a statement is made, to which the student is asked to find the most suitable answer. This condition is included, because inadvertently the answer options given may fit by applying a different logic. This will be demonstrated in a minute. In the options open to the student no option should be so ridiculous that no one would choose it. (This is one of

the reasons for doing an error count after the tests have all been marked.) A typical question (based on Paul Pimsleur's tests) is given below.

Directions: You will first hear a question. On your answer sheet you will find four possible answers which will be read to you while you look at your answer sheet. Choose the answer which you feel is the most suitable. Circle its letter on the answer sheet opposite the question number.

e.g., The student might hear: -

Quel temps fait-il au mois de juillet?

The alternatives on his paper would be: -

1. a. Aujourd'hui. (This is simply an irrelevant answer, but it still looks appropriate.)
- b. Assez chaud. (The correct answer).
- c. Six heures et demie. (Chosen by students who think 'temps' means 'time'.)
- d. Oui, mais il est parti. (For pupils who are lead by the 'il' in the question and know the answer should start the same way.)

Points to note

Considerable care must be taken in the preparation of the possible answers, as the following example will demonstrate. This example points up the need of preparing the question, then trying it out on someone else while you ask them for their rationale for each question. Alternatively the test should be put away for a few weeks and then you should do it yourself. The problems that you encounter on your own test may come as a surprise.

The test item given below is unique in that a class can provide a reasonable rationale for each response. This is why the proviso 'the most suitable answer' must always be included in the instructions.

The student hears the following question: Tu es fatigué?

and his alternatives along with his rationale for the answer are:

- a. Oui, je vais travailler (and the thought of work always makes me tired).
- b. Bien sûr. Il est minuit. (Correct answer) (However, some children reject this on the grounds that they are night people and that is when they really come to life).

- c. Non, je nage seulement en hiver (and that's why I'm not tired now).
- d. Oui, Jean regarde la télévision (and I can't get to sleep).

Oddly enough, 'd' is one of the more popular choices even among students who totally comprehend the various possibilities.

2b ii. Items requiring understanding - Selecting a response to a question.

The sample given above (albeit with somewhat more carefully chosen alternatives) is typical of this type of test item. The following might serve as replacements:

Tu es fatigué?

- a. Oui, il y a eu un accident devant la maison à trois heures du matin.
- b. Oui, mon frère est parti juste avant le dîner.
- c. Non, je regarde toujours les photos de Jean.
- d. Oui, je prends toujours ce livre-là.

2b iii. Items requiring understanding - reaction to a conversation overheard

Instead of using questions and answers as in the previous example, the student may be asked to listen to a conversation which is taking place, then to react to several test items based on the conversation. The following is an example.

Directions: You will hear a conversation taking place between two people. You will then be asked some questions about the conversation. Choose the answer among each group of alternatives which best matches the information which you obtained during the conversation.

Voice 1: Marie, Viens ici. Regarde ta chambre: tes livres sont sur (female) le plancher, tes jouets sont sur le lit, et il y a de la poussière partout. Ferme la télévision tout de suite.

Voice 2: Mais Maman, c'est mon programme favori. Le petit Robert (female) y jouait pendant la visite de ton amie, Mme Thibaut.

Student
answer
sheet

- 1. La mère de Marie est a) contente, b) vieille c) la mère de Robert d) irritée.
- 2. La chambre de Marie est a) près de la télévision b) en désordre c) bien propre.

3. Robert est a) le frère de Marie b) plus âgé que Marie c) plus jeune que Marie.

2b iv. Items requiring understanding - Participating in a telephone conversation

In this type of test, the student hears one side of a telephone conversation and participates by selecting the most appropriate next line in the conversation by choosing the most suitable comment from among the various alternatives given in his test booklet.

Directions: You will hear part of a telephone conversation. The person on the telephone will make a comment or ask a question, and from the choices shown on your examination paper you must choose the best response. Circle the letter that corresponds to it on your answer sheet.

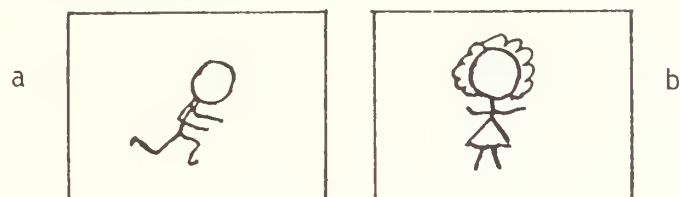
<u>Tape</u>	Student examination booklet	Answer sheet
1. Ici Paul. Tu es rentré sans accident?	a) Non, ma voiture est dans le garage. b) Non, j'ai eu un ennui. c) Oui, Marie regarde la TV avec moi.	1. a ☒ b c
2. Ce n'était pas grave?	a) Si, le programme n'était pas bon. b) Si, nous sommes partis à onze heures. c) Si, les freins ne marchaient plus.	2. a b ☒ c

2b v. Items requiring understanding - Visuals as alternatives

In another type of aural comprehension test the student selects the picture which most appropriately illustrates the comment made. The examples given below show how this type of test may be applied to different language concepts. (The same caveat about student rationale for selecting a given item should also be taken into account here, as witness the last test item where every good fisherman knows that fish bite better when it's raining.) It should also be noted that there must be at least two options open to the student for each item, and preferably more, since otherwise a single word in the stimulus may give the clue as to which picture to choose even when this is not the important item. For example, if the test were made up as

follows, there will be a problem.

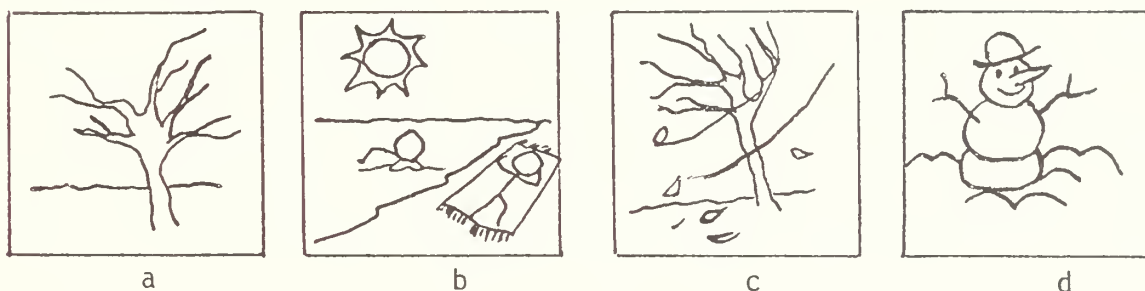
The student hears le garçon court and the choice is essentially between these two pictures:



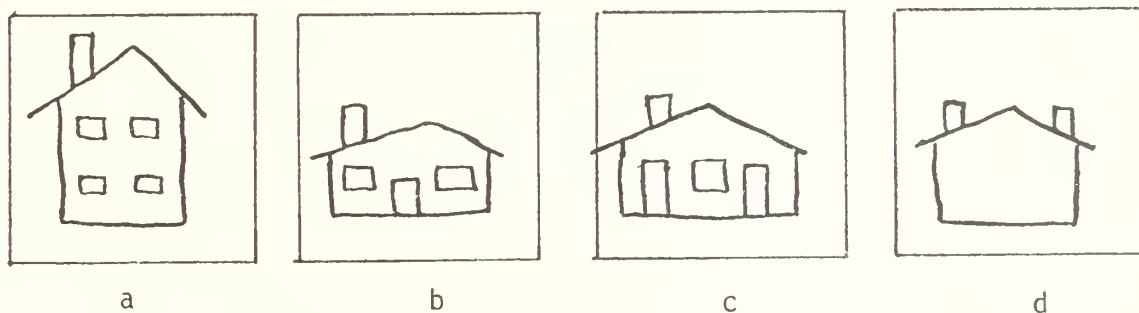
The word 'le garçon' will tell the student which picture to choose even if he doesn't understand the difference between 'court' and 'marche' which is really the point of the test item.

In each of the following examples, the fact that there are four alternatives forces the student to focus on the specific vocabulary problem or other point. As can be seen from the drawings, most of the elements involved are held constant except for the aspect being tested.

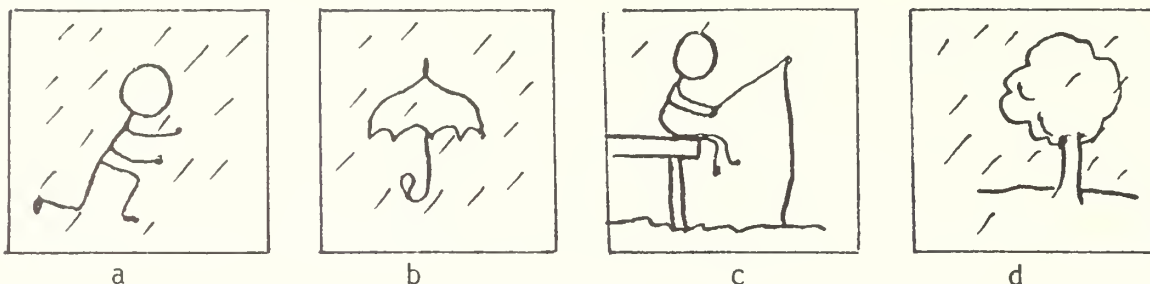
1. Comprehension of a common expression, e.g. 'C'est l'été'. The student is asked to mark on his answer sheet the letter which corresponds to the picture which best represents the statement that he has just heard.



2. Comprehension of a specific vocabulary item, e.g. 'J'ai une maison à deux étages'.



3. Comprehension of a longer utterance, e.g. 'Ceci s'emploie quand il pleut'.



Occasionally it is desirable to scramble the pictures from the different questions, in which case the re-arranged items are numbered from 1 to n. This procedure has the advantage that the student must focus on more details of the various pictures in order to select the most appropriate. There is the disadvantage, however, that hunting among a fairly large number of pictures takes time.

Items requiring understanding - constructed responses

Test items of this type differ from the ones just described in that the student must produce the answer himself, rather than simply choosing from among those listed on the examination paper. To the extent that there is an exchange of information, these items test the communication aspect of aural comprehension in a manner more akin to that of the real world. At the same time, because the form of the response is a very simple one, the emphasis is almost entirely on the comprehension of the test item, and the response is merely a simple way of indicating that comprehension has taken place. There is little chance in this type of test item that the student will encounter difficulty in expressing his or her answer. It should be appreciated that these tests are more individual than those previously described which were group pencil and paper tests.

3a. Items requiring understanding - non-verbal responses

Students may be given a series of commands which they are to carry out. They are evaluated on their comprehension of the command, but may also be assessed on the basis of the time lag between the conclusion of the command and the beginning of their complying with it. The fact that some students may need to hear the command twice should also be taken into account. While the commands may be given 'live', to avoid unconscious cueing by the evaluator the commands should be tape recorded. An example for use at a fairly early stage follows:

Donne le petit livre bleu à la fille qui est derrière Paul.

There are six possible test items in this single command, and the student should receive some credit for the parts that he gets right, even though there may be errors in the rest.

3b. Items requiring understanding - single word or short utterance responses

Students may be asked questions to which they reply with a single word or short phrase. Answers may be in either English or French, since the answer serves only to demonstrate that comprehension has taken place, not as an end in itself. While the evaluator could ask for a complete sentence answer, to do so introduces other skills. There is also the danger that should the student not answer the question, we have no way of knowing whether it is the question that he does not understand (which was the goal of our test) or whether he is simply unable to put a sentence together in the second language.

A sample item might appear as follows:

Tape (or evaluator): Où est la petite fille qui porte une jupe rose?

Student: derrière Paul (or, behind Paul).

TESTS OF ORAL PRODUCTION

Tests of oral production may be divided into two separate types: tests of linguistic competence and tests of communicative performance. (As was seen in the case of aural comprehension the same division applied there.) Tests of linguistic competence in the area of oral production differ from tests of communicative performance in that the former allow little or no freedom of content choice, while the latter, within certain general restrictions, do. Tests of linguistic competence are designed to evaluate a specific skill; as a result, the answers of almost all students should be very similar. Tests of this nature may be used to assess student control of phonology, morphology, and syntax.

Testing Linguistic Competence - Phonology

Obviously, tests designed to evaluate phonology may be created expressly for this purpose or may simply involve the use of tests designed for other purposes, which are later re-examined from a phonological viewpoint. The former will be more satisfactory if specific points are involved, or if it is planned to use the test as a diagnostic tool for future remedial work in pronunciation.

If this is the situation, the following format may be useful: The student is given a series of sentences each of which contains an example of the specific problem under study. The student is either asked to repeat the sentence after the examiner, and his utterance is recorded, or he is asked to read the sentence into a tape recorder from a printed page. If the student is asked to repeat after the examiner, the examiner's model should be flawless. In this case, however, the student is being asked to retain the sentence in his memory long enough to repeat it. As a result it is essential that the student comprehend the sentence, since this will affect both his ability to remember it, and his intonation. There is also the problem, albeit somewhat rare, that a good mimic can parrot the examiner's model without really understanding the principles involved. For these reasons it may be preferable to use the sentence in a printed form.

In using a printed form, the student should always be given a moment to look at the sentence before he is asked to say it aloud. Our goal here is to demonstrate that he can, in fact, produce the oral form desired, not that he can do it in so many seconds. Sample sentences might include the following:

1. C'est chaud, la chaussée.

(The examiner listens only for diphthongization and ignores any other errors. The item is merely marked 'satisfactory' or 'unsatisfactory'.)

2. Robert et Marie ont peur. (Examiner listens for 'r' quality).
3. Il a délégué ses responsabilités. (Examiner tests for syllabic rhythm.)
4. Tu les a vus? (Examiner tests for intonation.)

Obviously the tape could be replayed several times while the examiner checks for other problems, for example, the /y/ in 'vu' in the last item.

Testing Linguistic Competence - Morphology

Tests of this nature may deal with problems of person, number, gender, or tense. The test items themselves most frequently resemble oral exercises more than test items. The following examples will illustrate this point:

- i) To illustrate control of gender agreement.

Directions: You will hear a sentence which begins with a boy's name. Repeat the same sentence, changing the boy's name to the matching girl's name, and make any other changes necessary. For example, you might hear:

"Louis est petit" and you would say,
Louise est petite.

- ii) To illustrate control of number.

Directions: You will hear a sentence in which the word at the beginning is in the singular. Repeat this sentence, but change the word at the beginning to its plural form. Make any other changes that are necessary. For example, you might hear:

"L'oeil est bleu" and you would say,
Les yeux sont bleus.

- iii) To illustrate change in verb form.

Directions: You will hear a sentence which takes place in the present. Repeat this sentence, but change it to the past. For example, you might hear:

"Je vois mes amis" and you would say,
J'ai vu mes amis.

Testing Linguistic Competence - Syntax

- i) Here the student is asked to make a change in sentence structure, for example, change the sentence which he hears to the negative.

Directions: You will hear a sentence. Repeat this sentence, but change it to the negative form. For example, you might hear:

"Tu les as vus?" and you would answer

Tu ne les as pas vus?

ii) Eliciting complete sentences - Interrogative forms

Sometimes it is necessary to have the student produce a complete sentence structure. The problem here is to show him what you want without giving the answer away. The problem of eliciting a specific question is particularly difficult. There are two ways in which to solve the problem, one of which (essentially belonging more to communicative performance than linguistic competence) involves showing the student a picture and asking him to generate questions about the part of the picture indicated. This is not foolproof, since the question may not be quite the one that the examiner wishes. The other approach has the disadvantage that it is not used in real life, but has the distinct advantage that only the precise question that you want will be produced, thereby making for ease of marking. For example:

Directions: You will hear a statement. Part of the statement will then be repeated. Make up a question that would produce the part that was repeated as an answer. For example, you might hear:

J'étudierai mes leçons la semaine prochaine.

..... la semaine prochaine.

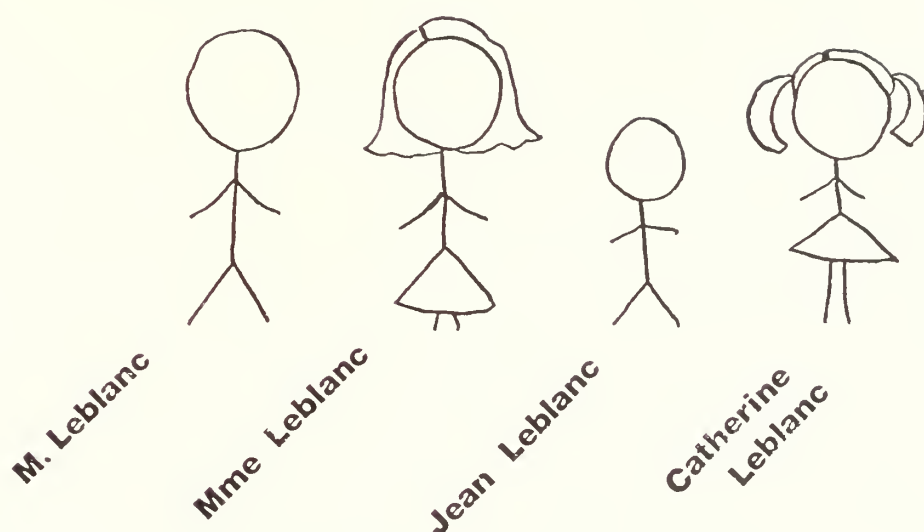
Apparently, the information has to do with 'when' the person will study, so you should ask:

Quand étudierez-vous vos leçons?

iii) Eliciting complete sentences - Statements

If statements are desired, but statements which contain very specific information, then the approach shown on the following page might be used. In this approach, the student is asked to look at a picture or drawing, then reply to questions which he hears on the basis of the content contained in the picture. In this instance the student is asked to assume the role of one of the persons in the picture, and to answer the questions from this point of view.

The student sees this picture:



and he hears the following comment: Toi, tu es Jean Leblanc. He is then asked these questions:

1. Tu as des frères?
2. Comment s'appelle ta soeur?
3. Elle est plus jeune que toi?

The student, of course, has been asked to reply with complete sentence answers.

Eliciting a specific tense

Left to his own devices, the student will try to use the present tense unless we can indicate to him that we wish either the future or the past to be used. This can be done very simply by telling him to begin his answer with either 'Hier....' or 'Demain....' depending on what is wanted. For example, if the student is asked to produce three sentences about the accompanying picture, selected so that they tell a story, the result, assuming that the story begins with "Hier...", will be that the student's grasp of the past tenses will be determined. This is not a totally free situation, since the picture will control the vocabulary content of the sentences produced. In turn the vocabulary will control the grammatical structures produced. It must still be appreciated, however, that there is a certain amount of freedom,

and the students will produce a fairly wide range of sentences which will differ considerably in level of difficulty.



A good source of such pictures is children's colouring books and magazines.

It should be appreciated that a single picture, such as the one shown on the previous page, presents problems if a continuing narrative is to be produced, since this picture is more likely to produce a static description. However, continuing narrative applies more to communication performance, and is not our concern here.

The picture may also be used as the vehicle for question-answer type test items. The teacher must ensure that the questions are thoroughly understood by the students, or this type of test becomes a test of aural comprehension rather than oral production.

Testing Communicative Performance

Tests of communicative performance are quite different in nature from tests of linguistic competence. Unfortunately, in the past, the latter have been the only type of test used for all aspects of oral production. As a result, teachers often expressed surprise that a student who could obtain good marks on tests which assessed individual concepts could not function in a communication situation in real life. For that reason, it is essential that the students' ability to use the second language for communication be evaluated. As a result, such tests should resemble communication tasks in real life as much as possible.

In real life, the unfolding situation tends to create the 'plot'. Therefore it is essential that our test items provide the student with the plot, leaving him free to concentrate on the message that must be conveyed. If we ask him to create the plot as well, we are in fact testing creativity which is a fairly high-level skill. In other words, what we are really attempting to do is to simulate real life in our test situations. One immediate effect of this will be that the students' answers will not be quite as predictable as was the case in tests of linguistic competence.

Types of Communication Tests

Communication test items may be divided into two basic types: those which merely require the student to tape record his response for later analysis and which, as a result, require no particular linguistic skill on the part of the person operating the tape recorder, and those which demand an evaluator who must be present during each individual test, since he or she will be one of the participants in the exchange. This person need not be a teacher; an aide, a skilled adult, or a competent senior student can all fulfill this role.

One important fact to notice with respect to these tests is that they cannot be administered in group situations unless a language laboratory of the audio-active type is available. Even if such a laboratory is available, some of the types of test items described below must still be carried out on a one-to-one basis.

Communication tests include the following kinds:

1. Provide captions for a picture sequence. The sequence may either tell a story or represent a dialogue.
2. Produce the two sides of a conversation by following an algorithm (diagrammed plot) or picture sequence of the conversation. (This can be done in pairs.)
3. Carry out an assigned task.
4. On the basis of a story or picture take the role of one of those involved.
5. Interview a person who has been given a 'canned' biography in advance

in order to give some control over the content.

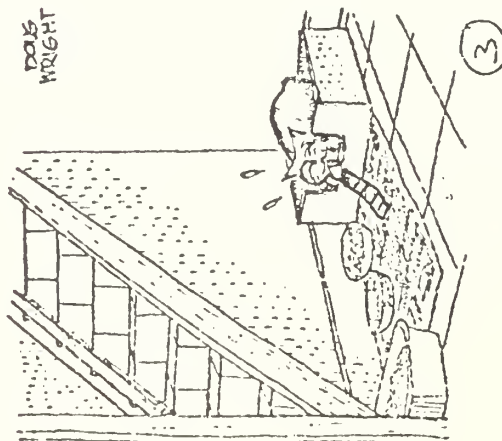
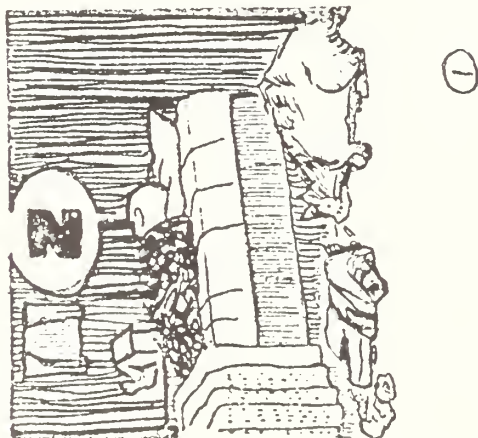
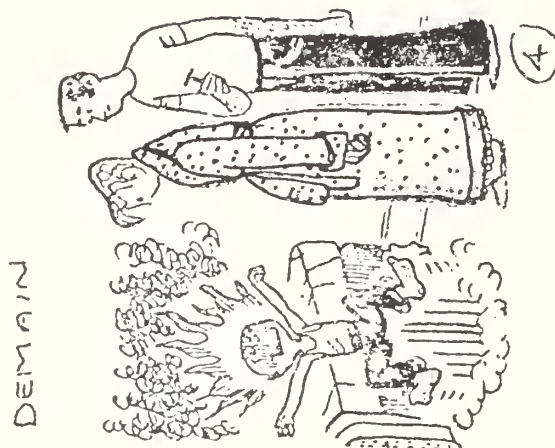
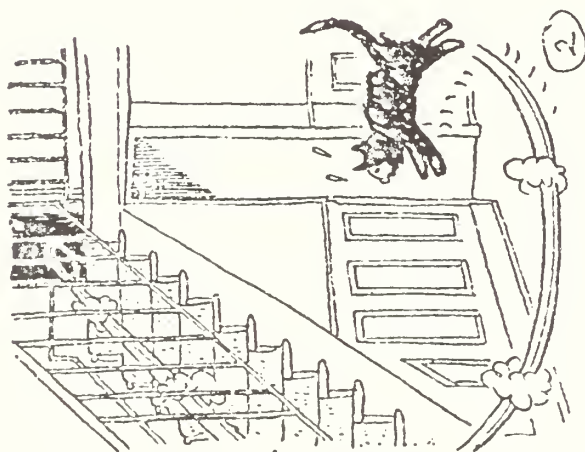
6. Describe an event for someone on the basis either of a story or picture. Assume the role of one of the participants.
7. Act as a translator between two people who do not have a language in common (one person may be on tape).

Testing Communicative Performance - Picture sequence narrative

The Doug Wright cartoons carried in the Edmonton Journal's weekend edition provide an excellent source of such test items. A book of these is available from Montreal. They have the great advantage of having no dialogue that must be erased. Where similar cartoons with English dialogue are used, a fluid such as 'liquid paper' will remove the print without damaging the cartoon.

The following example may be used in several ways:

1. The student may be asked to tell the story contained in these pictures. (narrative)
2. The student may be asked to tell the story from the point of view of the cat.
3. The student may be asked to tell the story from the point of view of the boy.



Testing Communicative Performance - Dialogue stimulus

In the picture on the following page the student is given an indication of the flow of the dialogue. Here he is asked to produce a question and its answer.

In this and in the preceding test item, it is important to decide how the student's answer will be evaluated. Since this is a test of communication ability, even though the student may make mistakes it is important that he receive credit for conveying the message successfully. The problem for the teacher is to arrive at an acceptable level of error; i.e., how many mistakes may the student make before communication is hampered? It may be wise to distinguish between errors which affect comprehension on the part of the listener, and errors which do not. The student should be penalized for the first on this part of the test, but not for the second. If the student answer is tape recorded, these latter may form a separate score.

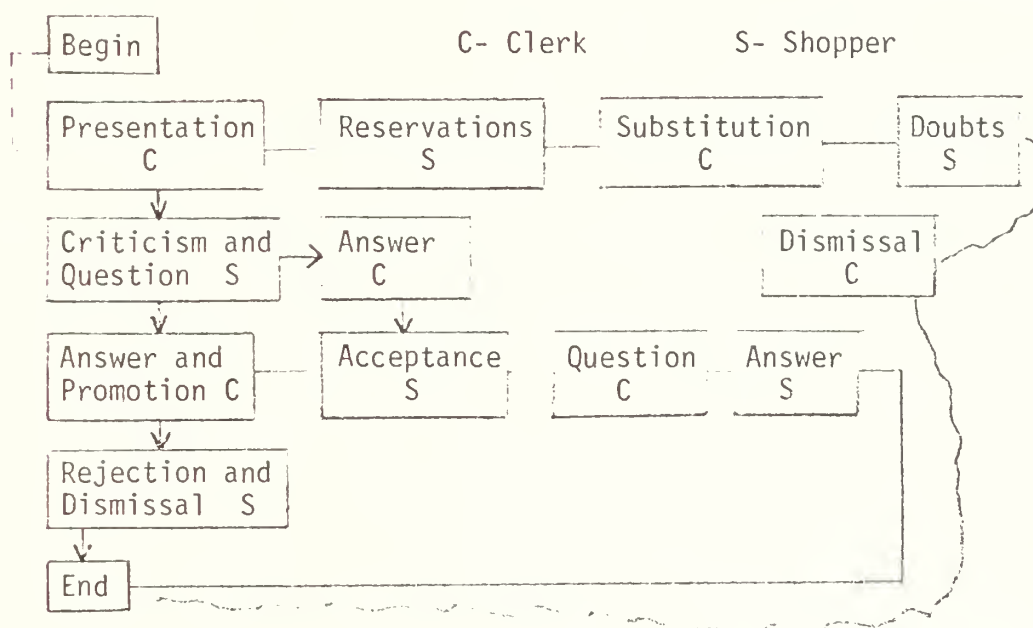


Testing Communicative Performance - Conversation algorithm

The algorithm approach designed by Naomi Katz provides a means of supplying the student with the sequence for a very lengthy conversation thereby allowing him to concentrate on the actual content. In this approach either two students may participate at the same time, or a single student may interact with the examiner. It is important that the student have had practice with this approach in class in order to be able to follow the algorithm, a sample of which is given below. In a sense, this is a form of task completion, and the student should be given credit for successful completion of the task even when he has made errors which do not affect comprehension.

A further advantage of the algorithm as a stimulus for testing is that it may be used at different levels of linguistic sophistication, the student merely using simpler language. Alternatively, the evaluator may wish to give bonus points for imaginative responses or comments.

AN ALGORITHM FOR USE IN SHOPPING FOR A COAT - Naomi Katz



Note - Other situations require different algorithms

Testing Communicative Performance - Interview approach

In this type of test the evaluator is given a carefully prepared biography, and the student is required in a fixed period of time to elicit as much of this information as possible from the evaluator. The student's comprehension of what the evaluator says may be checked in one of two ways:

- i) the student must repeat in English what he or she has been told.

- ii) the student is allowed to take notes and then to prepare a résumé in French of what has been said.

Testing Communicative Performance - Interpreting

In this type of evaluation, a tape recorder acts as the person who has information to convey. The student acts as interpreter by providing this information in French to the evaluator. The opposite approach may be used: i.e., the tape recorder speaks in French, and the student gives the information in English. Obviously, this latter is a test of aural comprehension. Assuming that the tape has been carefully programmed, the student may even be asked to put questions to the tape. The answers are then conveyed to the evaluator. In the ideal situation, the tape would be replaced by a person, observing that there is some risk of non-verbal cueing. The student receives credit for every point of information that he is able to put across to the evaluator.

TESTS OF READING

Reading tests are basically of two kinds, reflecting the two major subdivisions in the process: decoding (or word recognition), and reading for meaning. These parallel to some extent tests of linguistic competence and tests of communicative performance at the oral level.

Testing Reading - Decoding

Decoding tests are essentially recognition tests, i.e., tests of the student's ability to recognize in a written form words which he has already encountered in an oral context. The following are some examples of these tests:

1. Testing for words which rhyme: i.e., sound-letter correspondence.

Directions:- In each group of words given below, there is one word which, when read aloud, does not rhyme with the other two. In the space on your answer sheet which corresponds to this question, circle the letter which corresponds to the word which does not rhyme, e.g.:

o. épicier, épais, trouvez

a b c

0. a (b) c

2. Simple vocabulary recognition.

- a. In this test item the student is asked to complete the sentence by choosing the most appropriate word.

Le soldat a tiré son sabre (a) de verre (b) de pierre (c) de fer.

- b. Here the students are asked to find the item which is not of the same category as the other two. In some ways this is an intelligence test. There is also the problem that their criteria for rejection and the teacher's may not be the same. In the sample given below, for example, they might reject 'chien' on the grounds that it ends in a nasal and the others do not.

(a) un chien (b) un chat (c) un chou.

- c. In a more elaborate test, the students are given a series of vocabulary items in column A and are asked to find the appropriate definition for each word in column B. In this type of test item it is essential that there be more definitions in column B than words in column A to eliminate guessing.

Directions:- For each word in column A find the best definition in column B. In the space on your answer sheet opposite the number of the word in column A write the letter of the definition from column B which is most suitable. For example:

<u>A</u>	<u>B</u>
0. un fauteuil	a. une grande salle
	b. une chaise avec des bras

'b' is the best definition, so you would mark your answer sheet as shown below:

0. b

Testing Reading - Reading for meaning

1. In tests of reading for meaning reference should be made to the tests suggested for aural comprehension involving understanding, since the principles are similar. An example is the statement or short passage followed by one or more multiple choice questions such as the following:

Mon frère est très indépendant. Il avait autrefois une petite ferme à la campagne dont il était très fier. Il y a six ans cependant, il a pris la décision de vendre ses terres pour chercher un emploi en ville.

0. Dans ce passage, le monsieur dont on parle

a. est fermier. b. est pauvre. c. ne travaille plus à la campagne.

2. In a simpler form of this type of test the student merely reads a statement, then states whether or not it is true, e.g.

L'éléphant parle bien le français. V F

(Beware of children who were brought up on the Babar books.)

3. In another type of item, the student may be asked to complete a sentence by choosing the most appropriate ending, e.g.

Il lui a demandé son nom et le garçon

- (a) le lui a donné.
- (b) me les a données.
- (c) ne l'a pas cherché.

4. A variation of the previous question is one in which the student is given a variety of stems and endings, and asked to match the various parts. As mentioned earlier in connection with a vocabulary recognition test item, there should always be more items in column B than in column A.

Directions: - From column B select the ending which most suitably completes the sentence begun in column A.

<u>A</u>	<u>B</u>
a. Comment est	1. le livre?
b. Où	2. ça va?
	3. Vas-tu?

Testing Reading - Constructed answers

1. In the traditional test item of this kind the student is asked to read a passage silently, then to answer in written form questions based on the passage. The obvious disadvantage of this type of test item is the amount of time which it takes to mark. There is a more serious problem, however, in that while the student may understand the question, and perhaps even the passage itself, he may not be able to put a sentence together in written form. This disadvantage must be weighed against the fact that the student in his answer will reveal the extent of his comprehension of the story assuming that he is in fact able to express himself.

2. An alternative form of the test item just described is one in which the student reads a passage, then gives either an oral or a written summary of it.

Testing Reading - Cloze tests

One of the more recent approaches to reading comprehension, and one which lends itself to objective marking, is the cloze test. In this type of test a passage is selected at the student's reading level, and then every nth word (i.e., every fifth or every ninth word) is deleted and a space left. The spaces are numbered or lettered, and on his answer sheet the student is asked to write in the missing word. It is impossible to do this type of test without a thorough grasp of the content, assuming of course that a good passage was selected.

The following is an example. The only precaution that should be taken is to ensure that there are sufficient clues available to allow a person to indicate the appropriate response. With these tests, it is especially important to ask a French-speaking friend to check the test to ensure that it is, in fact, possible to provide an appropriate word.

La dame qui l'a vu lui a 1 son nom. Pierre ne voulait pas

répondre parce 2 il avait peur d'être grondé par sa 3 maman à son retour. Jouer au baseball c'est 4 bien, mais casser une vitre ne l'est 5 . Les autres garçons qui jouaient avec lui se 6 sauvés à toute vitesse. Maintenant, il y a seulement Pierre 7 regarde le visage de la dame enragée. Même 8 il a peur d'être grondé il lui 9 son nom. Heureusement la dame regardait le jeu 10 garçons. Elle sait que Pierre n'est pas le coupable.

(In this case, every ninth words has been omitted).

TESTS OF WRITING

Tests of writing may be divided into two main types: demonstration of specific knowledge (linguistic competence) and the ability to communicate in written form. The first type includes such things as accurate spelling, verb forms, adjective and participle agreements, as well as an overall accurate use of syntactical forms.

Testing Writing - Linguistic competence

The following are examples of this type of test:

1. Verbs - isolated forms

Directions: - Mettez les verbes suivants au temps et à la personne indiqués.

1. s'appeler au présent tu _____

2. Venir au futur nous _____

2. Verbs - in context (These are the same except that the student must determine the tense required from the context. Thus there should be two points: one for the correct tense and the other for the correct form.)

a. Directions: - Mettez l'infinitif souligné au passé composé ou à l'imparfait selon le sens.

Pendant quelques jours je voyais les deux 1. _____

oiseaux qui (aller) (1) et (venir) (2) 2. _____

occupés à faire leur nid.

b. Directions: - Mettez le verbe entre parenthesés au temps convenable selon le sens de la phrase:

1. Hier soir, ils (aller) au cinéma. 1. _____

2. Demain ils (aller) au lac. 2. _____

An important point that should be noticed is that in item 1 the student was given very precise instructions as to the verb form required. As a result, no comprehension of the total situation was necessary. In the two examples contained in number 2, however, an understanding of the passage is required. As a result these two items test both reading comprehension and syntax, and care should be taken to ensure that the vocabulary level is well within the student's ability.

3. Spelling Tests

- a. The student is asked to fill in the missing letters in a word.
e.g., t_l_phone.
- b. Dictée based on material which he has been asked to study for this purpose.
- c. Dictée based on a story which he has not previously encountered but which contains no unfamiliar material.

4. Vocabulary mastery

- a. Write lines from familiar dialogues given the first line as a stimulus.
Es-tu l'aîné? Non, _____
- b. Filling in missing words in sentences not previously encountered.
e.g., J'ai déjeuné _____ bonne heure et maintenant je vais _____
jardin zoologique.

(This resembles the cloze test already encountered in reading. While the items in the example given are fixed, in a true cloze-type test of this nature it is possible that more than one item might fit the slot, and teachers should keep this in mind when preparing scoring keys.)

5. Morphology and syntax

- a. Word order and participle agreement. The student is instructed to begin the new sentence as indicated and change the underlined words to pronouns. e.g.,

Vous avez vu les Dupont à la gare? Oui, je _____
- b. Agreement. The student is instructed to substitute the word in brackets for the underlined word in the sentence and to make all other necessary changes. This looks innocent, but.....
e.g. Celui que vous avez acheté est plus joli que le mien. (Celle)

Written Tests of Communicative Performance

Many of the tests listed under Oral Communicative Performance may also be used as items for tests of communicative performance in written form. In addition to these there are also the more traditional formats such as letter writing and paragraph composition. However, before these somewhat more difficult types are attempted the student needs practice in writing in more

controlled situations, and the test formats which are employed should reflect this practice. These include formats such as the following:

1. At the simplest level the student may be asked to complete a sentence given on half of it. The level of the course will determine the degree of sophistication required in the answer. For example, the student might be given the following:

_____ prépare le dîner.

Possible answers might be as simple as 'Maman' or as complex as 'Ce gros monsieur, là-bas, qui est le chef de cuisine.'

2. The student might be given a model sentence and asked to write a new one based on the same structure but with different vocabulary. e.g.,
Given Marie, qui est la soeur de Pauline, est arrivée de Paris.

Using this as a model, the student might write:

Jean, qui est mon cousin, est allé à Londres.

3. At the paragraph level, the student might be given a paragraph describing winter, and asked to describe the same setting only with summer as the focus.

Written Tests of Communicative Performance - Picture-based tests

Each of the items described above contains an element of control. In longer sequences, other ways of controlling the student's production include providing a series of pictures such as the Doug Wright cartoons contained on page 38. With these as a guide the student has the advantage of having a plot to follow (although at the upper levels the provision of a plot is itself a testable item) and thus can devote his or her entire attention to the problems involved in sentence construction and spelling.

Marking Written Work

In test items where the emphasis is solely on accurate spelling or on provision of adjectival agreement, there is no problem: either the item is correct or it isn't. Problems begin to occur when more than one skill is involved. Tests in which the student must determine the correct tense and also spell the verb form correctly are a case in point. Here two separate marks should be given: one for spelling and one for tense. (Obviously the student will not get a mark for correct spelling if he has the wrong tense, but he can get a mark for tense even if the spelling is not totally correct, as long as it is clear what tense was meant.)

Many of the test items on the previous pages were taken from tests prepared some years ago by Jim Jones of the Edmonton Public School Board when he taught at the High School level.

The real problem comes in tests involving composition where many factors are involved. The approach that should be used here, in order to provide some measure of objectivity, would be to provide separate scores for each of the following: spelling, length, number of grammatical inaccuracies (noting that both these and spelling mistakes will be more frequent in proportion to the length of the work) and some provision for creativity. The student who writes a long composition and who will make more mistakes should be allowed a certain number of errors per hundred words 'free', or his next essay or composition will be both much shorter and less interesting.

Since the marking of written work is a very time-consuming business it is suggested that such testing be carried out during the normal class schedule, rather than as a part of the formal term-end and year-end examinations. This gives the teacher more time to arrive at a fair assessment of the student's performance.

TESTING CULTURE

As was the case with the language skills, here, too, there is a difference between asking a student to recognize a concept and asking him to state it. Put in other words, there is a very real difference between asking a student to judge whether a statement on an exam paper is typical of a given culture or not, and asking him to describe in his own words a given culture's approach to some aspect of daily living. The former is obviously much easier than the latter.

A third aspect involved in the testing of culture is the one mentioned earlier, that of determining student attitude to those who participate in a given culture.

One of the problems involved in teaching and testing culture is to avoid stereotypes. Tests of culture which examine pure factual knowledge, such as the following, tend to encourage a stereotyped approach:

When French people meet, they.....

The following sample questions attempt to avoid this problem.

1. Directions: Say whether the following statements describe conditions which you are likely to find in European French culture.
 - a) French people frequently invite visitors into their home.
 - b) When French people meet during the day they shake hands.

2. Directions: The following question describes a situation which exists in our society. What is the corresponding situation likely to be in France? Describe the similarities and differences.

a) When you travel by bus across Western Canada and the United States you would most often travel on buses belonging to the same company.

b) In a hotel in Canada, if you are from the United States, all you would have to produce is some form of credit card or other identification.

3. Directions: Describe how the celebration of New Year's Eve differs in a French community from an English one.

4. Directions: Tell briefly why each of the following persons or things is important:

a) Mireille Mathieu

b) Le Parti Québécois

c) Le Carnaval

5. Another test format uses a five-point Likert scale and has the advantage that it may be carried out using a standard IBM answer sheet or similar answer paper. An example of this type of question is given below.

Directions: You will be asked to read some statements, then indicate your own reaction to them by circling one of the numbers below the question. For example, you will read:

The early history of French Canada contains many stories which tell about the bravery of the early settlers.

and you would circle the appropriate number below:

Strongly disagree	Disagree	No opinion or don't know	Agree	Strongly agree
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1

2

3

4

5

Testing Culture - attitude assessment

As mentioned earlier, another aspect of cultural testing has to do with determining the attitude of students toward the population whose language and culture they are studying. Such attitudes are most readily assessed by means of a format similar to that shown in the previous test item. (For a suitable instrument, the teacher should consult the tests of cultural attitude prepared by Dr. Gardner and his colleagues at the University of Western Ontario.)

The following is an example of the type of question that might be used. For obvious reasons, the question, while typical of those found in the Gardner-Smythe Test, is not taken from it. The directions are the same as for the previous test item.

French Canadians have contributed a great deal to the development of Canadian music.				
Strongly disagree	Disagree	No opinion or don't know	Agree	Strongly agree
1	2	3	4	5

TESTING, GRADING, AND REPORTING

Ideally, testing should take place on a continuous basis throughout the term or year. In addition to the major tests which mark the transition points between levels, there should be both shorter tests and frequent quizzes to ensure that teacher and student are aware the moment that a learning breakdown takes place for whatever reason.

Once the tests have been administered there remain at least four important steps to be taken.

1. The tests have to be marked.
2. The marks must be stored and analyzed.
3. Parents and students must be informed as to the student's progress, and the latter given some detailed feedback as to problem areas if any.
4. Errors must be analyzed to determine whether they are individual or group errors in order to determine the appropriate remedial action as well as to ensure that steps are taken to prevent the same problem recurring the next time around.

Marking the tests

At this point, the section entitled 'Marking Written Work' on pages 161-62 should be re-read. While the discussion there is about written composition, the point about attempting to isolate specific skills for the purpose of marking is applicable to most test items involving more than one skill. A good rule might be to mark only one skill at a time. One way in which this can be done is to have the student use a tape recorder to record a fairly lengthy speech segment (two minutes at least). This recorded sequence can then be marked for a variety of points, one at a time. For example, a two minute description of a picture can be assessed for 1) vocabulary, 2) phonology, 3) complexity of sentence structure, 4) overall fluency. Obviously it would be impossible to carry out any reliable marking of all of these while listening to the student in the test situation, that is, if one wishes to be fair to the other students.

Continuous assessment and record keeping

One solution to the marking load at the end of the term is to carry out a continuous assessment of those skills which require a great deal of marking time. Essentially this means that the detailed goals of the program are listed, and as each student demonstrates that he or she has achieved a specific goal, the fact is entered on one or other of the two record-keeping forms shown below. While students should, of course, be informed as to what is taking place, care must be taken that this does not produce a high level of anxiety in the learning situation. A single comment at the beginning of the year is all that is

necessary.

Continuous assessment might take place as follows. The teacher decides on a given day that he or she will pay particular attention to three or four students, while being careful to involve others in order not to focus undue attention on the ones who are being assessed that particular day. The student's grasp of a particular concept is shown on the record card either by a / or a - depending on what has happened. At the end of a unit, the teacher should have a clear picture of where each student stands in relation to the goals of the program. A further advantage of this system is that the student who is sometimes overlooked does not suffer, since the cards serve as insurance that no one is neglected. A point which should be made in connection with this approach to testing is that it works best with tests of linguistic competence.

Unit 3		Richards, Mary 8G	
tu/vous forms 'er' verbs		/ / - /	
inverted interrogative		- - -	Remedial
Ton, ta, tes		/ / / /	
use of 'Est-ce que'		/ / / /	

If 3 x 5 cards are used, they can be marked fairly unobtrusively. In addition, when the student sees that his progress is being checked in a thorough fashion, he has greater motivation to work on specific problems.

If it is felt that the card system is not appropriate for a given classroom, an approach similar to that developed for Le français: écouter et parler might be used. Here all the students in a given class are listed down the side of a piece of cardboard and the goals of a specific unit written across the top. As the student demonstrates to the teacher's satisfaction that he has mastered a given concept, his name is checked off. While the picture given is not as detailed as in the previous example, at least there is less likelihood of an unpleasant surprise when examination time comes.

Unit 4 Class 8F Fr 10 1977-78	'avoir' pres. negative	Combien de.....y a-t-il?	Numbers 30-69	'en' (Il y en a ____.)	
Arat, John					
Budnik, Dennis		x			
Conroy, Louise					
Denison, John					
Enderson, Marie			x		
Firth, Louise					
Grant, Helen					
Helverson, Peter					
Ipswich, Henry	x				
Jones, Polly					
Krasowich, Pieter				x	
Leblanc, Richard					
Many Calves, Iris					

*If the girls' names are indented as shown it is much easier to find them quickly.

Reporting to Parents

For a mark in French to mean anything to a parent it is important that the reporting form contain information as to the specific goals of the program. Ideally, reports should be given at the end of each level, but it is important that the parent be informed about specific problems or attitudinal difficulties prior to this time. At all times, the parent and the school must collaborate to ensure that the student keeps up to date in his work. For this reason it is important that when assignments are made, the parent be informed as soon as possible if they are not completed. If this is not done, the school runs the risk of being asked why the school did not take appropriate action early in the year when the problem first became apparent.

The following format might be used at the end of a level:

SUMMARY OF PROGRAM GOALS

Introductory Program

Minimum Level of Language Proficiency

Upon completion of the Introductory Program the student will be able to:

- Student Progress in Subject
- ☐ A 1. Understand comments, simple conversation, instructions and information based on sentence patterns and grammar concepts most common in spoken French.
 - ☐ B 2. Give and seek information on everyday topics, relate a simple incident, and make a description using the most common sentence patterns, grammar concepts and the vocabulary of 'le français fondamental, premier degré.'
 - ☐ A 3. Read aloud and understand anything that he can say.
 - ☐ B 4. Write with accurate spelling anything that he can read.
 - ☐ B 5. Describe in English or in French daily life in a French-Canadian or French family, including recreational activities and holidays.

<u>Attitude</u>	Very Good	Good	Average	Poor	Very Poor
<u>Work Habits</u>	Very Good	Good	Average	Poor	Very Poor

An interim form for use prior to the end of the level might be designed as follows:

	Very Good	Good	Average	Poor	Very Poor
Listening comprehension					
Oral use of the language					
Reading					
Written work					
Cultural awareness					
Attitude to subject					
Work habits					

Comments _____

Error Analysis

This is the last, and probably the most important step in our process. In terms of the model shown on page 123 this is the point at which we decide what are the weaknesses in learning which a particular student has demonstrated in order that we may then plan effective remedial action. If we find to our dismay that most students demonstrate the same weakness, then we must come to the conclusion that our teaching of this particular concept has been somewhat less than perfect, admit this quite frankly to the class, and try again.

There is another reason for carrying out an error count and this has to do with future use of the test item. If we are using the test as a normative test, then we need to know how effective each item is. If we are using the test as a criterion-referenced one, then the fact that a specific item is causing a great deal of difficulty would indicate either that the item was poorly constructed, or that we had not taught the concept adequately. In either case, normative or criterion-referenced, the test item should be entered on a card and some statement made as to its effectiveness for future reference.

BIBLIOGRAPHY

The book listed below is the most complete work in the field at the time of writing and should form a part of every modern language teacher's library. The work provides detailed testing approaches for each skill, together with many examples.

Rebecca M. Valette. Modern Language Testing, 2nd ed. rev.

New York, N.Y.: Harcourt Brace and Jovanovich, 1977.

(available from Longman Canada, Don Mills, Ontario).

The following works contain useful sections on testing.

Frank M. Grittner. Teaching Foreign Languages, rev. ed.

New York, N.Y.: Harper and Row, 1977.

Kenneth Chastain. Developing Second-Language Skills: Theory to Practice, 2nd ed. Chicago, ill.: Rand McNally, 1976.

